

COLUMBIA UNIVERSITY QUARTERLY

VOL. XVI

MARCH, 1914

No. 2

THE SIGNIFICANCE OF DEATH*

IN commemoration of those who in surpassing measure gave their lives to the service of reason, it seems fitting to devote this brief half-hour to a consideration of the question: in a reasonable view, what is the spiritual significance of death?

The question is so vast that time would fail me, even if competence did not, to bring the matter with all its bearings into the full light of day, and we shall have to be content with the twilight or the dawn.

At the outset we have to own that in the literature of the subject, despite its eloquence, its pathos and its wisdom, there is found but little to further our enterprise, for in that immense literature reason has played an obscure and subordinate rôle. Now and then, in the long course of time, and more or less distinctly, her voice has indeed been heard, as in the beautiful words of Plato, in the brave words of Lucretius, in the consoling words of Paul; but, in the main, the literature of death is a literature of grief and dread, of morbid fancies, and wayward speculation; and, sadly enough, in the feeling and imagination of a great majority of our fellow men and women, death still remains in the primeval tangle of mystery

* Address delivered at the Commemoration Service held in St. Paul's Chapel, December 7, 1913.

and fear and demons and dreams. After the long lapse of ages, it still is true that

“Imagination’s fool, and error’s wretch,
Man makes a death which nature never made:
Then on the point of his own fancy falls,
And feels a thousand deaths, in fearing one.”

In trying to approach the subject in a rational frame of mind I am sustained by no faith in the omnipotence of reason, I am sustained by no belief that reason is competent or destined to extend the dominion of its light throughout the whole sphere of our experience and psychic life. Of this sphere, it is clear enough that the field of what is rational, the great domain of reason, is not indeed the whole, but is only a grand division; for in the domain of reason are found many phenomena that seem to intimate more than dimly the existence of zones above and beyond its borders. Within its own sphere, however, the aim, the sacred obligation, the high and holy office of reason is to see things as they are. Therein is the hope that sustains our present meditation. For reason there is no way of conquest except the way of illumination, and over death it seeks no victory save that which may come through understanding. Hope of other victory there is none. And so we ask: in the light of reason, what is the spiritual significance of death?

Unless I am mistaken the answer to the great question will ultimately be found where, strangely enough, it has least been sought: namely in the relations of our life to the familiar fact of its termination. It may be, as millions of souls have fondly hoped, that death is the portal of an eternal life elysian. We do not know. It may be, as other millions have dared believe, that death is a station of transfer in a long and winding course of transmigration destined to issue at length in a blest state of everlasting extinction. We do not know. We do know that death is not the penalty or the effect of an ancient disobedience. We know that it is not a monster to be feared, or a god to be placated, or an eternal and dreamless sleep, for sleep is a state and a function of life. What death is, if we may trust its plainest aspect, is very simple: it is the end of life, a death is the end of a life. By life I do not mean here a thing of con-

ceptual fabrication, I do not mean a static abstraction composed of a few beatitudes detached by thought from reality, formed into a kind of strand and then drawn out to stretch, colorless and cold and thin as an ether thread, throughout the eons of endless time to come. Neither do I mean a life form or principle that may transcend all temporal vicissitudes, including births and deaths. I narrow the problem: I mean this temporal life, which no one denies or doubts. I mean the life that we know, the great concrete and throbbing life that we know by living it here now in the body upon the earth. How immense it is! How immeasurable and manifold and inexhaustible its riches!

There are moments when it seems but a little thing. There are moments when our sense of reality is dim, when recollection has relaxed its hold, and our vision of life, the spell of its morning and the glory of its noon-time gone, contracts and fades in the gloaming of its even-tide. In such a mood we love to liken life to

“A Moment’s Halt—a momentary taste
Of Being from the Well amid the Waste.”

In such a mood we like to fancy that we are such stuff as dreams are made on and it is soothing to say our little life is rounded with a sleep. In these melancholy moments it is sweet to hear it said that “life is only an episode between two eternities of death”; that man, born of woman, is of few days and full of trouble, that he fleeth as a shadow and continueth not; that “Life is a narrow vale between the cold and barren peaks of two eternities”; that it is only “a short, shadowy and winding road on which we travel a little while, from the cradle with its lullaby of love to the quiet wayside inn where all at last must sleep.” There are moments, I admit, when our hearts cry out, Vanity of vanities, all is vanity. For, like a great spirit, like a great man, life is great enough to be capable, when it will, of seeing itself as small. The selective instinct of the poet is in us all. We know how to confine our attention to some minor chord or melody amid the rolling billows of an orchestral harmony or to note only some lurid flash among the manifold wonders of a raging storm. Yet the artistry by which one aspect, singled out from an infinite variety, is made to fill the eye does not

really deceive us. We know that our mournful moods are but momentary, as fleeting shadows or the "flowing purple" of a sea. We know that the melancholy sentiments engendered in them are only the poignant elements of a life which no poetic formulation, no single generalization, however sublime, can contain. No, the life we have is not a little thing. It is great, ineffably great, defying definition, immeasurable in its magnitude, countless in its dimensions, in wonders abounding everywhere: all that perception can sense, all that emotion can feel, all that memory can hold of the past or prophecy foretell, all that imagination can create or reason understand, all that is without or within: the "great wide beautiful wonderful world," the glory of day, the mystery of night, the spangled heavens, the cycle of the seasons, hope and yearning and sorrow and love, the splendors of art, the voices of literature and song, the meditations of philosophy, the achievements of knowledge, visions of the infinite, dreams of immortality. Such is the Life of which the End is called Death.

Our question is: what is the significance of the End? To be significant at all is, of course, to be significant for life, for, if there were no life, there could be no significance. It is, then, plain that the meaning and worth of mortality must be sought in the nature and properties of life; it is evident that to discern and to estimate the spiritual significance of death we must ponder the relations of life to the simple fact of its termination; we must ask what life would be if death were not. We are not practised in such reflection. In our everyday experience, processes that continue for a time and then come to an end are so common and so familiar that the abstract principle of termination, though the world of reality is riven by it, is, for the generality of men, not impressive. Nevertheless, in connection with our present enquiry, the familiar fact that our lives are things that, sooner or later, cease to be, demands the most attentive consideration. For it means that life, notwithstanding the greatness of it, notwithstanding it is truly illimitable in many regards, yet is, in one important respect, a *finite* thing. This finiteness of life, its temporal finitude, is, for our quest, a fact of supreme importance. For, owing to a radical insight of modern science, we know at length that the distinction of finite and infinite is very profound,

deep as the nature of being, cleaving the world; we know that the difference between the peculiar properties of what is finite and the peculiar properties of what is infinite is a radical difference, not to be obliterated or annulled, and fatal for thought to disregard. Unfortunately this scientific doctrine, although it reaches the very marrow of our theme, is too abstract and difficult for further development here. I have mentioned it in order to signalize its bearing as at once suggesting and supporting the thesis which I wish now to submit briefly for consideration. The thesis, which is simple, is not remote or difficult to grasp. It is that the values of life are values characteristic of mortal life; it is that the temporal finitude of life is essential to its worth; it is that, were it not for death, if life did not end, if it were a process of infinite duration, it would be devoid of the precious things that make us yearn for its everlasting perpetuation.

To be immortal a life must be eternal—it must be a life that never was born. Birth, it is true, was often allowed in the olden time to the gods of poesy and myth, but these were not immortal. The born divinities have passed away. “Isis no longer wandering weeps searching for the dead Osiris”; Woden and Thor are now only names of days; and the summit of Olympus is but a barren mountain top. Even if immortal lives could spring from birth, we should not be obliged to credit or assume a destined extinction of the sun in order to make it clear that Earth could not be the home of an ever increasing race of immortal beings, for the resources of Earth are limited, and birth would have to cease. Death, then, is essential to Birth. But in saying that

“Our birth is nothing but our death begun”

the poet was profoundly mistaken. Doubtless our birth *is* death begun but it is infinitely more: it is, with death, the condition and source of holy and beatific things that characterize the life that intervenes. Our human speech, if it were without the tender and sacred things it has from death, would ill befit a life-loving race of mortals. The precious associations that cluster about the words, friendship, love, husband, wife, father, mother, parent, child, brother and sister, youth and age, flourish and bloom only in the heart of a life that begins and ends. But it is not only in these common goods

of life, not only in the humbler joys that bless us all from day to day, that the spiritual significance of mortality may be discerned. More subtly indeed but not less certainly is it manifest also in the austere felicities of the higher reason: visions of the infinite, the swift march of time, the irrevocableness of the past, the eternality of truth, the inexorableness of cosmic law, the imperturbability of nature's gaze upon the struggles and strifes of men, the unbroken silence of destiny—all these solemn beatitudes of reason and meditation derive their poignance from the transitoriness of the life that contemplates them. Nay, whatsoever is dearest in the sphere of *outer* sense—the beautiful garment of the external world, the wondrous drama of the revolving year, alternation of day and night, of morning and even-tide, ocean's voice, and “the rhythmic sighing of the wind”; whatsoever is highest and holiest in the sphere of *inner* sense—the tenderness and piety of art, the mellowness of wisdom, the serenity and peace of renunciation, charity, mercy, and service: all the sacred values that constitute life a priceless boon are subtly bred in the all-pervasive sense of its temporal finitude. Death is not the tragedy of life; it is a limitation of life, essential to its beatitudes: the tragedy is that, if it were not for death, life would be void of worth.

Just because tragedy is thus throned in the nature of things, just because it has its seat in the very citadel of contradiction between what we would and what we may, there is possible for reasoning beings a discipline of spirit releasing from the rule of Destiny and the reign of Fate. On the one hand, no life at all; on the other, mortal life so good as to make us crave for its everlasting perpetuation: of these two options, perhaps sole alternatives of azoic time, man may win a vision of which were best and ratify in gratitude and gladness the life-creating choice of precreative Will. To the level of such approval ascends the mount of moral discipline. The summit attained, we have such freedom as the nature of reality allows.

Not all is clear but this we see:
The living die that Life may be,
Life, the bloom of Being.
Beneath the high and stern Decree
Abideth still deep mystery,
Deeper than mortal seeing.

Amidst the dark a golden gleam,
A truth austere, profound, supreme:
A life not under Death's decree
Were void of Human dignity.

A kindred truth in light is seen
Of meditation calm, serene:
By beauty, sorrow, joy, and thought,
By wisdom, love, and service, taught,
May mortal man the Law fulfill,
Unconstrained of Cosmic Will.

Not fools of Chance, not slaves of Fate
Are souls of men emancipate
From lust of things they cannot win
In paths of holy discipline:
Renunciation's sweet release
Is freedom blest, eternal peace.

Yearning dreams of life to be,
Dreams of immortality,
In fair esteem of spirits free
Full vindicate the Tragedy.

Death, a law of life, must indeed be fulfilled. We may fulfill it "like a quarry-slave at night, scourged to his dungeon" or "like one who wraps the drapery of his couch about him" in conscious willingness to fulfill the law and enter the darkness that so the world of being may continue to own and bless the light of Life. To none but mortals is it given *thus* to die, willingly surrendering all to perpetuate the dignity of a world.

CASSIUS J. KEYSER

THE WORK OF THE COMMITTEE ON UNDER-GRADUATE ADMISSIONS

II

Reference has been made repeatedly to the courses given in extension teaching. The work of that department touches that of this committee at many points. It provides courses which may be employed for trying out candidates whose claims to admission are of doubtful validity, it furnishes means by which students admitted with conditions may remove their deficiencies, it offers a way of providing for many of those who do not wish a full college course but who desire to pursue certain special studies. It likewise touches the question of our relations to the secondary schools in that it offers a number of courses which are parallel to those of the secondary school curriculum. Such being the case, this committee has been interested in making it evident that candidates for admission who should be pursuing their courses in secondary schools would not be encouraged in a desire to substitute courses in extension teaching and could receive no recognition for such courses. In this general policy the director of extension teaching has heartily concurred. No candidate for admission may obtain credit toward admission for work done in extension teaching unless he has, before beginning these courses, obtained the written authorization of the chairman of this committee (or in the case of candidates for Barnard College, of the dean of Barnard College). It would easily be possible, however, to go too far in this direction and exclude those who deserve the opportunity of making use of these courses.

We should be doing less than our full duty if we should advise or permit students to take extension courses to assist them in supplying deficiencies in their qualifications for admission without at the same time exercising some supervision over their work. To this end we have obtained mid-term as well as final reports from the instructors and advised students in accordance with the records they had made.

Obviously students whose failure to meet regular entrance requirements has been due to carelessness or inability to apply themselves should be advised against taking extension courses, since the personal supervision in such cases is necessarily less than in secondary schools, largely owing to the fact that in these courses the classes seldom meet more often than twice weekly. With proper restrictions, the use of the extension courses by candidates for admission is a valuable addition. Without these it would be a serious evil.

Promising candidates who are advised to repeat their work in school or with tutors should not be lost sight of. In accordance with a suggestion of the president of the University, the chairman has lately begun to keep in close touch with such candidates.

In the task of gathering data for the consideration of individual cases the office of the committee has played a very important part. All those who inquire regarding admission by letter, telephone, or in person, are referred to this office for the details. In many instances the inquiries are in the interest of prospective students who are in the early years of the secondary school. More than five thousand inquirers visited the office last year and nearly seven thousand during the present year. Some of these were teachers, many were parents, but most were prospective students. It is the policy of the office to welcome inquiry and to give fully and willingly all information which may be desired.

Our efforts at cooperation with the schools have not been confined to correspondence regarding technical requirements and the qualifications of applicants for admission. The chairman tries to keep in touch with the discussions which engage the attention of those in the secondary schools; he attends meetings of associations devoted to the consideration of questions which concern school and college alike; he visits schools and discusses matters of common interest with principals and teachers. Projected changes in our curricula, our entrance requirements and our methods of administering these in so far as they affect the secondary schools are brought to the attention of school men and their views are carefully considered. During the present year two conferences have been called, one to consider the new course in the Schools of Mines, Engi-

neering and Chemistry in its relations to the schools, the other to consider the question of the entrance requirement in physics as related to the work of the secondary school. Each of these aroused much interest and contributed toward mutual understanding and effective cooperation.

It is now very generally understood among the schools which send us most students that the chairman of this committee stands in a measure between the University and the schools for the very purpose of making the adjustment as complete as possible in the interests of their common aims and duties.

One class of applicants for admission was not an object of special consideration on the part of the faculties when this committee was organized. I refer to those who apply for admission with advanced standing from other colleges and technical schools. In the School of Architecture and the Schools of Mines, Engineering and Chemistry the applicant receives credit for such of the courses in the curriculum as he may have completed satisfactorily elsewhere. Before receiving his degree he must have completed either here or elsewhere the whole of the curriculum which leads to the degree, all (or as in the School of Architecture, nearly all) of which is prescribed. In Columbia College and Barnard College, on the other hand, a large share of the work required for a degree is elective. In consequence of this, a student coming from another college with courses corresponding in quality to our own elective courses should receive credit for these even if they do not correspond exactly to anything included in our curriculum. Properly to estimate the value of such courses is often a matter of great difficulty. The subject matter and the time spent upon a course are among the determining factors, but unless the standing of the institution from which the student comes is well known, it is usually necessary for the candidate to consult the accredited representatives of the department in which he wishes credit. All prescribed courses whose equivalents have not been completed elsewhere must of course be taken by such students here. Soon after the establishment of this committee the numbers of such applicants desiring to transfer from other colleges to Columbia College began to increase rapidly. We soon found that the proportion of unsatisfactory students among those entering in this

way was alarmingly high. Merely to refuse admission to those who had made a failure elsewhere was clearly insufficient to exclude the weaklings. A satisfactory solution was found in an application of the Columbia College rule by virtue of which a student may receive credit toward his degree in only one course in which the grade is as low as D, the lowest passing grade in the scale A, B, C, D. In applying this rule, we endeavor to find as closely as possible the value of the candidate's previous work in terms of our own marking system. An applicant whose total points (half-year hours), after the application of the rule, are less than ten per half-year should not be admitted to Columbia College. Ten points seemed to be a just minimum, though perhaps too low if the student has had two or more years of work elsewhere. In individual cases circumstances may warrant exceptions to the regulation, but these have been few. By the application of this rule most of the unfit have been excluded. In cases in which the total credits, while insufficient to entitle the student to admission, are still enough to entitle him to some consideration, the candidate may be tried out for a half-year or more in extension teaching on terms similar to those offered to candidates from the secondary schools whose records do not warrant their immediate admission. Even students who have been dropped from other colleges for an excess of conditions may be given this permission. Those who have availed themselves of this opportunity have usually proved to be desirable students while in previous years the few, who, on the special recommendation of their former colleges, were admitted directly to college in spite of former failure, have usually proved to be unsatisfactory.

Those who apply for admission to professional schools are frequently admitted in spite of unsatisfactory records elsewhere, provided that their work in the subjects most closely connected with the professional course has been satisfactory. Many of these do not prove to be very good students, but we have not yet discovered any means of handling their cases that is as satisfactory as that employed for Columbia College.

There are many difficulties in the proper handling of all these cases of advanced standing. The individual factor is important. A first rate man from a backward college is a more desirable student

than a mediocre man from a college of the first rank, but the proper adjustment of credit is often a matter of extreme difficulty. Again, the work which is done in one college in three hours a week is done in another in five hours a week. If the subject matter is such a subject as plane trigonometry there is little difficulty, but if it is English literature for example, the case is quite otherwise. An extremely interesting and valuable discussion of the whole subject is to be found in the seventh annual report of the Carnegie Foundation for the Advancement of Teaching.

Peculiar difficulties sometimes arise in dealing with applications for admission from foreign students. Applicants who are graduates of gymnasia and similar institutions in western Europe offer no serious problem, but the large and increasing number of Oriental students presents quite a different case. Many of these come from institutions in which the work covers more than the equivalent of the course of our secondary schools, but just how much more, it is extremely difficult to determine in the absence of accurate information regarding the educational system in their native countries. There is urgent need for authoritative information regarding Oriental institutions of learning. During the past few years this need has been most evident in dealing with Chinese students. There is unquestionably a great opportunity for American educational institutions here. To assist in the further regeneration of that great people by offering her young men the advantages of our higher education is a duty and a privilege. It has been the policy of this and other universities to extend this offer as widely and freely as is consistent with educational standards. The time has now come for a careful review of the whole situation in the light of a full knowledge of educational conditions in China. I am informed by one who is in a position to know that a closer scrutiny of the records of applicants for admission is greatly to be desired in the interests of secondary education in China. It seems to be the fact that freedom of access to our colleges has begun to tempt Chinese students to come to this country before completing their secondary education at home. For those who pursue courses in secondary schools in this country there may possibly be some advantage in doing this, but there can be nothing but loss for those who attempt to do college

work without completing their secondary education. No reputable institution of higher learning would knowingly encourage such a practice, but until there is available more complete information regarding education in China such errors will doubtless continue to occur. Strict adherence to entrance requirements formulated for students coming from our own secondary schools would doubtless obviate this particular difficulty, but in many instances this would mean shutting the door entirely. Except for those few whose knowledge of English is extremely defective, our Chinese students have usually made very good records—some of them even brilliant records. We should offer them every opportunity consistent with the welfare of all concerned. What is true of Chinese students is true in a lesser degree of those who come from Japan, India and Turkey. We earnestly hope that a thorough study of Chinese and other Oriental educational systems may at once be taken up by some representative educational organization.

In the year 1912 the duties of the committee were increased by the addition of the administration of the entrance requirements for two new schools, the School of Journalism and the School of Practical Arts of Teachers College. A large proportion of the candidates for the School of Journalism have completed from one to four years of college work elsewhere. The regulations of the school do not permit the admission of students with conditions. Justification for this is to be found in the fact that the work is professional work which should absorb the student's whole energy.

A radical departure was made in the entrance requirements for the School of Practical Arts. Students are admitted to this school on the certificates of certain secondary schools. This policy was advocated by those most interested on the ground that the new school would naturally tend to draw students from all parts of the country, largely from the west and south, and that the certificate system was almost universal in those sections: that other institutions in which work of a similar character is offered admit on certificate; and that adherence to the examination system for this school would discourage most of those who would otherwise come from even making the attempt. The administration of a system so totally different from that in force in the other departments of the Univer-

sity involved the consideration of many new problems, one of which was the decision as to whether a given school should or should not have the certificate privilege. Obviously inspection of a hundred different schools in all parts of the country was out of the question. By way of a beginning we decided to grant the privilege only to those schools which had been accepted by first rate colleges or universities. Later we shall check up carefully the work done by the students from each school with a view to rejecting those schools whose students do not do satisfactory work. The credentials of each student must include also a statement of the number in that class and the rank of the candidate. We try to know the individual case as completely as possible. Even from schools that are good we do not purpose receiving on certificate students who stand near the foot of the class. Just where the line is to be drawn is a matter which can be determined only on the basis of further experience. The whole experiment is *very* interesting. There is no thought, however, of extending the method to the other schools of the University.

One question which is occasionally raised is that of the value for admission of the examinations of the New York State Education Department. A careful investigation of Columbia College students carried out by the registrar a few years ago showed that while the college records of men admitted on state examinations were below those of men admitted without conditions by our entrance examinations, they were, on the whole, satisfactory and distinctly above those admitted at that time with conditions by our entrance examinations. No similar study has been made of Barnard College students. One study was made which showed that a number of those admitted on state examinations had done badly, and there seems to be a general impression that as a rule they do not do well. It is undoubtedly true that the state examinations are as a rule less difficult and that students may gain admission by that means who could not otherwise meet the requirements.

The situation does not at present warrant any serious modification in the use of the state examinations. To decline to accept them would be a grave mistake. These examinations have undoubtedly done much to improve the standards of teaching in the less

advanced schools throughout the state. In so far as we can support them, we aid in raising the general educational level in the state. Moreover, if we should refuse to accept them it would practically cut off from us most of the students from the country and the smaller towns in the state. Though not a large part of our student body, they are important. The proportion of our undergraduates from outside the metropolitan district might well be larger than it is.

In this connection the efforts on the part of eastern institutions to increase the attendance of western students are of interest. It may seriously be doubted whether in view of the present and increasing excellence of western institutions of learning any considerable number of western students is likely to enter eastern colleges directly from the secondary schools. No doubt there will always be a few who, from personal motives of one sort or another, may desire to do so. A few of exceptional intellectual ability will seek the widest opportunities here. No unnecessary obstacles should be placed in their way, but extraordinary efforts to attract them would be inconsistent with the dignity of a great university and comparatively barren of results. It should be possible for a good student who had completed a good secondary school course to meet our requirements without serious difficulty. The character and standing of the various schools of the University should be known to be such that exceptionally able and ambitious students would turn their thoughts in our direction, but we can hardly expect them to come in great numbers except as they come after one or more years in local colleges.

One of the most important functions of this committee is its administration of the entrance examinations and all matters pertaining thereto. An accredited representative from each department is responsible for the preparation of entrance examination questions in the subjects represented by his department. These are usually prepared in consultation with other members of the department. Subcommittees of this committee review these papers with reference to subject matter, form, and accuracy of detail. Question papers in need of revision are returned to the appropriate accredited representative for correction. Proof is read both by the accredited

representative and by a member of this committee. All arrangements for the examinations are made by the chairman of the committee. The accredited representative, who with duly appointed readers is responsible for the reading of the examination books, reports the grades to the chairman. The grades are entered on the proper records and the committee's decision as to whether credit is to be allowed on the basis of the examination grade in the light of the school record is announced to the candidate as promptly as possible.

The general action taken by the trustees of the University in 1912 in assigning to this committee a sum of money to be paid to those engaged in the preparation of examination questions and the reading of answer books will do much toward making it possible for the committee to see that such work is satisfactorily done. So long as such duties were regarded as merely an unwelcome addition to the instructor's regular class work, it was sometimes difficult for the committee to insist upon the care and consideration which should be given by those charged with preparing questions and passing upon results. Now that this University like its principal neighbors provides extra compensation for such work, we can rightly expect excellence at all points. It is sometimes difficult for examiners to realize the importance of the character of a set of examination questions. It is not true that a proper examination paper in any subject can be prepared in twenty minutes. It is not true that a paper which is unreasonably difficult can be made satisfactory by adopting a lower standard in marking the answer books, nor that a bad question is permissible if proper allowance is made in marking answers. Such practices have undoubtedly done much to discredit the examination system. An examination paper should call for such information and for such a display of power as can rightly be expected of a good student who has devoted the ordinary amount of time and effort to the subject under competent instruction. It should not be possible for him to pass as the result of merely a few hours or days of cramming, but it should not, on the other hand, require him to possess a grasp and maturity rightly to be expected only of college sophomores. The evils of papers which are too difficult are quite as great as are those of papers which are too easy. The schools very properly base their judgment of what we

expect of candidates upon the questions we ask on examinations and the value which we assign to the answers. Bad question papers tend to vitiate secondary instruction; good ones materially assist in improving it. Changes of standard or point of view in any subject should never be abrupt or extreme. There is widespread insistence nowadays on examinations which shall test power and not merely acquisition, and this is as it should be. Every examiner should bear this in mind, not forgetting, however, that power without a fair measure of acquisition is rarely if ever to be found.

Acquisition is obviously more easy to test. Much that has been said of testing for power is exceedingly vague. In a subject like mathematics such a test would seem to be comparatively easy. In history a fair and adequate test for secondary school students seems to be very difficult. Objection is often raised to the examination of students on small subdivisions of a subject on the ground that it encourages the belief that after a certain portion of the subject has been passed it may thenceforth be forgotten. If our separate examinations test merely acquisition and if their sum-totals should be taken to mean the presence in the student's mind of all that he had learned in the secondary school course, the evil would be very serious. It is serious in any case; serious because examinations have too often been framed as if that were the demand—a demand impossible of accomplishment because no student without a faultless memory could retain it all even if he had learned it. As it is impossible, the school and the student have attempted to get what is necessary to meet the requirements of papers which seemingly warranted the inference that the knowledge expected at the close of the second year in a given subject is quite independent of that expected at the close of the first.

There is much discussion of comprehensive examinations as a hopeful means of meeting the difficulty. Undoubtedly examinations have been unnecessarily multiplied and the tendency, as in Latin, to examine on a few wide fields rather than on many small ones is to be encouraged. It should be remembered, however, that a comprehensive examination does not, merely because it is comprehensive, furnish any better test of power than any other. It may merely encourage superficiality or it may mean simply a huge demand upon the memory.

Moreover, if the only examination to be given in a subject be a comprehensive one at the close of the period of study, student and school are deprived of the opportunity to test progress as they go along by standards which will be applied at the end.

It is doubtless well to eliminate unnecessary divisions in subject matter, but in our opinion the crux of the matter is in the character of the examination questions and the point of view and intelligence of the reading of answer books, not in a few subdivisions more or less. To this matter we expect to give our most earnest attention.

Adequacy of preparation as shown by examinations varies greatly in different subjects. In 1910 the percentage of students receiving 60 per cent. or higher in the College Entrance Board examinations ranged from 37.5 per cent. in history to 59.4 per cent. in Greek, to say nothing of 9.1 per cent. in music. In 1912, 41.7 per cent. received 60 per cent. or higher in drawing, 47.8 per cent. in physics, 72.2 per cent. in Greek. A low percentage of successes may mean too high a standard in examinations, prevailing bad teaching of the subject, or difference in aim between the college examiner and the secondary school teacher. In some subjects such as history the student, unless restrained, is prone to try examinations without due preparation on the mistaken assumption that the subject is easy.

Failures in English are much too numerous and too complete. Students present themselves for admission without having learned to spell, punctuate or write a simple sentence. Some of these failures are due to the fact that teachers of English sometimes give their attention primarily to teaching the books on the reading lists and not to the rudiments of the language. Our examination papers invariably call attention to the fundamental importance of correct English, but the schools have great difficulty in preparing their students adequately. We lose no opportunity to insist upon better preparation in this subject.

Changes in the subject matter of our entrance requirements have been few. In 1911 advanced algebra (one-half unit) was added as an elective subject. In Latin the new requirements recommended by the American Philological Association have been substituted for the old. Formerly candidates for Columbia College and

Barnard College might obtain credit for two units of Latin only on the basis of three years' work; they could not obtain credit for three units except on the basis of four years' work. Now they may satisfy the requirements for two units on the basis of two years' work and for three units on the basis of three years' work. Moreover, the third unit may be used like the third unit in French or German to satisfy the requirements for one of the two units in intermediate or advanced entrance subjects prescribed for candidates for admission for the B.S. degree.

The total number of units required for admission has been increased, in the School of Pharmacy, to fourteen and one-half. Beginning with 1914, the requirements for admission to the course for the certificate in the School of Architecture will likewise be fourteen and one-half. The requirements for admission to the School of Music will be raised to fourteen and one-half in 1915. There is no good reason why any undergraduate school should require less.

Certain of the subjects on our list are seldom offered. This is especially true of advanced Latin, advanced Greek and music, and only a little less so of zoology, botany, advanced history, advanced English and physiography, and, for college students, shopwork and drawing. As a rule these subjects are either not taught in the secondary schools or not so taught as to make them of standard value for college entrance.

It is doubtless advisable, however, in spite of the inconvenience and expense which they involve to continue to offer examinations in these and other subjects which are not much in demand. Most of them are subjects which can well be studied in secondary schools and presented by candidates for admission, and it is well to have our list of elective subjects as large as is consistent with proper standards. Our requirements have not been open to the objection of hampering the schools in their efforts for a reasonable broadening of their curriculum. So far as this committee is aware, the outcry regarding "college domination" recently heard so frequently at gatherings of secondary school men, has not concerned this University except when raised by some of those who were eager to get the formal recognition of the colleges for certain vocational subjects which have not heretofore been able to establish themselves widely in

the secondary schools. The demand for college recognition can have no warrant until it can be shown that such subjects are being so taught as to make them equivalent for purposes of college preparation to subjects already accepted. The advocates of the new subjects, at least some of the most active among them, seem to proceed upon the theory that four years of schooling, of whatever sort, after the completion of the grammar school course, should be regarded as satisfactory preparation for college—a theory which to most of the members of this committee is the height of absurdity.

There are many matters regarding admission which might well be studied statistically. Up to the present time it has not been possible for this committee to devote any considerable degree of attention to such investigation. A small beginning was made a year ago in the comparison of the showing made in entrance examinations by certain students and the showing made by the same students in their college work. The question has often been raised as to whether there is any close correlation here and some have held that there was not. Our results, though based upon instances too few in number to be conclusive, pointed to the contrary conclusion. In brief the facts are as follows: Of the students entering Columbia College in September, 1907, there were seventy-six who entered wholly on the examinations of Columbia University or the College Entrance Examination Board. The rest included among their examinations those of the New York State Education Department or of other colleges. These seventy-six were ranked according to their average per entrance unit in the entrance examinations. The rank for the first year of their college work was computed also, care being taken to weight properly the various courses according to the number of "points" which each included. Of the nineteen who made up the first quartile of the group, eleven were still in the first quartile at the end of the year, five were in the second group at the end of a year, one in the third and two in the fourth. Of the nineteen in the second quartile five had risen to the first, six were still in the second, six in the third, two in the fourth. Of the nineteen in the third quartile three were in the first, five in the second, six in the third and five in the fourth. Of the fourth quartile none had risen to the first, three to the second, six to the third, while ten

remained in the fourth. Of the first half, or thirty-eight, twenty-seven were still in the first half at the end of the year.

Of the students entering in September, 1911, sixty-two entered the college solely on the examinations of the University or of the College Entrance Examination Board. Their ranking at entrance and at the end of the college year was likewise determined. Of the first ten at entrance, seven were still in the first ten at the end of the year, seventeen of the first twenty were still in the first twenty; twenty-four of the thirty-one who made up the first half were still in the first half. Only three of the lowest ten remained there, but twelve of the last twenty remained in that group, while only seven of the last half, or thirty-one, got into the first half. In a few exceptional cases the shift in position was considerable, but the circumstances of these cases were such, in most of the instances, as to make such a result not astonishing. The most striking instance was that of a student who went from rank fifty-two to rank six. We knew, however, that his low rank at entrance was due to his imperfect acquisition of English and that his school work in most of his studies was high. Another who made a somewhat similar change had completed his preparation several years before he took his examinations. In general the results so far as they go seem to show that proficiency in entrance examinations is a very good indication of proficiency in at least the first year of college work. Results were worked out for the later years of the course for the men entering in 1907, but the fact that some stayed only two, some three and only a part of the class four years, makes the figures less valuable. So far as they went they indicated a rather closer correlation between entrance examinations and college work than did the results of the first year's work. A comprehensive study covering a considerable number of cases in each of several colleges would be of great interest.

The records of Columbia College alumni contain interesting evidence that there is a close correlation between excellence in examinations and in ability as shown by later achievement. Beginning with the year 1859 the annual register of Columbia College contained for many years the names of all graduates who had received first honors. This distinction was based solely upon the results of the examinations

given at the close of each term of study. For the first few years first honors were given to the five men standing highest in the graduating class. Later they were granted only to those whose average for the total college course was at least ninety-five per cent. The list from 1859 to 1888 contains one hundred and seventeen names. Three of those whose names appear are now trustees of the University, two have been presidents, four, including Dean Van Amringe, have been deans, more than twenty have been distinguished scholars in the service of this and other universities, many have been eminent men of affairs. The list of those no longer living includes such names as John Crosby Brown, Frederick Cope Whitehouse, Henry Rutgers Beekman, Augustus Chapman Merriam, John Krom Rees, Mortimer Lamson Earle, to mention only a few. Indeed, those who have not attained to distinction are few.

Since the establishment of our new plan of admission important changes have been made in the admission plans of several of the leading universities. Some of the more important features of these may be of interest. In 1911 the University of Chicago introduced certain changes in the subject matter of its requirement with a view to providing for connected and continuous work in certain groups of subjects in place of the former definite specification of the amount of subject matter in each field. Candidates are still required to offer three units of English, out of a total of fifteen units. In addition to the English one principal group of three or more units must be offered and at least a secondary group of two or more units. Entrance subjects are divided into five groups, excluding English. All of a student's work might be taken in two of these provided that the requirements for the secondary school diploma should permit this. The content of five units is left entirely to the schools. It would seem that the schools should ask for nothing more in the way of freedom, though as a matter of fact some of them have objected to the content of the English requirement. The principle of concentration, though recognized, is certainly not overemphasized. It should be added that the student must continue in college for one year one subject which he has pursued in school, either throughout his final year in school or during two or three years of the school course. This plan represents a minimum of restriction

on the secondary schools. In view of the fact that at the University of Chicago most entering students come from well organized high schools, the dangers of this plan are undoubtedly less than they would seem at first sight to be. The other new plans to be mentioned, like our own system, require examinations. Along with many features which are radically different, they also embody the characteristic feature of our plan, namely, the use of the school record.

The first of these and the most typical is that put into effect by Harvard College in the same year as the new Chicago plan. The new plan is alternative to the old and not intended to displace it entirely. Under it the candidate takes examinations in four subjects only, as follows: (a) English, (b) Latin *or* for candidates for the B.S. degree, French or German, (c) mathematics or physics or chemistry, (d) any subject not already selected from—Greek, French, German, history, mathematics, physics, chemistry. The four examinations must be taken at one time. To be admitted to the college the candidate must pass in each of the four examinations. Permission to take these examinations is dependent upon the presentation of a satisfactory school record giving detailed information of his performance for a secondary school course of four years in which attention has been devoted mainly to languages, science, mathematics and history, no one of which has been omitted; two studies in the school program must have been pursued beyond their elementary stages.

Among the reasons leading to the adoption of this plan were the desire to make it possible for a student, particularly one in a public high school, who had not planned at the beginning of his secondary school course to enter Harvard College, to attain that end without finding undue obstacles in his way. Less latitude is permitted than in the Chicago system, but very much more than under the old plan at Harvard. Another motive for the change was the desire to eliminate the large number of examinations on comparatively small portions of a considerable number of subjects and to base admission on more comprehensive examinations in a few subjects. It was hoped that in this way general fitness for college work might be better shown than under the old plan.

As shown in the annual report of the president of Harvard University, the results have been encouraging. As compared with those admitted on the old plan, those admitted by the new one have done distinctly better work. However, as Dean Hurlbut points out, the same degree of superiority can hardly be expected after the plan is more generally employed; it has so far been selected chiefly by the best students, seldom by the mediocre. There is another point to be noticed in this connection. The students admitted under the old plan include a considerable number admitted with conditions. The results would undoubtedly be less favorable to the new plan if only those admitted under the old plan *without conditions* or with only a few conditions were considered in making the comparison. A comparison between the records of the men entering on the new plan with those entering on the old plan, who besides completing a satisfactory school course had passed in approximately the same subjects or in the same number of entrance units, would be highly interesting.

As in our own system the school record plays an important part. It is used to determine whether a student shall be admitted to examination; the record in a given subject is used by the examiner in that subject in rating the examination book; the total record is used again by the committee in conjunction with the reports of the examiners to determine whether or not the student shall be admitted. With us admission to examination in a given subject is conditioned on the record in that subject. The examination book is rated by the examiner on the basis of what in his judgment it actually shows regarding the student's proficiency. The committee then considers the grades in the light of the record in each subject and the total record. In certain respects our practice would seem to have certain advantages. The use of the record made by different departments might be expected to present wide variations. Different examiners in the same department, unless every case were passed upon by the chief examiner, might make very different use of the records. Standards may vary somewhat in estimating the value of examination books when considered apart from school records, but the degree of variation would certainly be small as compared with what could probably be found in the other case. In each system the committee

on admissions makes final adjustments, but in the latter of the two the data received from the examiner would, we believe, be less precise. Moreover, this method would seem to be entirely impracticable for use by a great examining body like the College Entrance Examination Board, and if so its general adoption might be expected to leave room for the return of the evils of varying standards in the examination of the different colleges which that board has done so much toward removing.

The number of units covered by the four examinations would ordinarily fall below fifteen and they might fall very considerably below. For example, it would seem that a student might comply with the rules by offering only English, elementary French, physics and chemistry. Even if advanced (intermediate) French were included, only eight units would be covered.

It is evident that this constitutes a very radical departure from the examination system as it has existed in the past. Such a departure may perhaps be justified, but its bearings should be fully understood. In this system the record from the school, besides being used *along with* examinations in certain subjects is, if these are satisfactory, used *in place* of examinations in the rest of the entrance requirement, or, in other words, a satisfactory detailed school certificate is accepted for a part of the entrance offering. The only escape from this statement of the case is to say that the requirements may, under certain circumstances, cover only eight units. However stated, the system may be the best possible; but the value of any system can be tested only by its results broadly considered. If such a system should lead to neglect on the part of entrance candidates of those subjects in which examinations were not to be taken, serious evils would result. If the neglect were too flagrant and the grades distinctly low, the candidate would doubtless be rejected; but in any case the natural tendency in many schools would be to lower the standards in subjects not usually offered on examination in order to assure success in the others. Doubtless the secondary school curriculum is often crowded too full, but there could be no gain in simply doing *less efficiently* a considerable part of the work. Possibly the new Harvard plan will not lead to this result. If it does, possibly the gain in other directions will more than

counterbalance the loss. American education is, in any case, indebted to Harvard for making the experiment.

Princeton University has recently adopted a plan similar to that adopted at Harvard, whereby a student of exceptional ability with a school record showing that he has completed the subjects required for admission to Princeton with more than average proficiency may be permitted to enter in case he passes examinations in four subjects designated by the committee. The examination is based on the advanced portions of the four principal subjects required for admission—Latin, English, mathematics and Greek (or modern language). If the candidate passes in all of these, he is admitted without conditions. If he fails in one in June, he may be reexamined therein in September. If he fails in two, he must be reexamined in all four in September.

In February, 1913, Yale University adopted certain new regulations modifying its requirements for admission. The first of these provides for the submission of entrance examination questions to approved representatives of the secondary schools for criticism and suggestion. The second provides that examination questions shall be framed and answers read so as to test the general fitness of a candidate in the whole subject rather than in parts more or less arbitrarily fixed. The third provides for the use of the school record to be used along with the examinations. The fourth permits, in certain circumstances, the substitution by a student of unusual ability and high scholarship of other subjects for some of those ordinarily required.

The Yale plan is, therefore, distinctly the most conservative of the new plans. The first provision goes no further in principle than the present practice of the College Entrance Examination Board, the second embodies an idea which is now very general, the third is like our own plan, while the fourth—in view of their present restrictions on the choice of entrance subjects—will allow less latitude than our own regulations allow at present. The fundamental principles behind the Yale system are those which have long been recognized, namely, evidence of preparation in specific subjects to the amount of fifteen units or thereabout. We shall observe the working of each of these new plans with the keenest interest. At

present we are not ready to recommend any modification of our own.

This cursory though protracted account of matters which have occupied the attention of this committee, while by no means complete, will perhaps serve, by calling attention to the number and importance of the questions involved, to show the wisdom of the University in substituting for a number of committees whose membership changed from year to year and whose official duties occupied a few weeks only at the beginning of the college year, a body which should give its constant and continuous attention to problems which are second to few in their importance for the University.

ADAM LEROY JONES

STANDARDS OF SUCCESS IN MEDICINE *

IN accepting the invitation of our President to be present at the annual opening exercises of the medical school and say a few words to the entering class, I was somewhat at a loss to determine what subject I should choose which might be of interest. I take it, that in an address of this kind an effort should be made to suggest some thoughts which will be helpful to the entering student in arranging his time and studies or in formulating plans for his future work, and in addition to remind him of the responsibilities which he is to assume, the difficulties he will encounter, and the kind of success he may hope to attain.

As I look about me and study for a moment the new and unfamiliar faces, differing as they do in many respects and conveying to my mind differences in character, temperament, previous training, and the ability to work, I feel that they express one thing in common, namely a determination to begin in earnest the real business of life. In the preparatory schools and colleges your intellectual burdens have been lightened by a judicious admixture of recreation, sport, and mutual companionship; you have enjoyed long periods of vacation, and at no time have been driven under high pressure toward the attainment of a single object, upon which will depend the measure of your success in life. Here in the medical school all will be changed: you will find conditions materially altered, you will be surrounded by an atmosphere surcharged with enthusiasm and active competition. Soon you will realize that to win a prize or even to receive an honorable mention in the professional race with your colleagues, you must at least secure at the end of your college course a creditable hospital appointment. To obtain this you must early acquire and persistently maintain a high rank in your class, and this means hard, enduring, concentrated work, not a few hours each day, but from ten to twelve or fourteen hours out of each

* Address delivered at the opening exercises at the College of Physicians and Surgeons, September 24, 1913.

twenty-four of the college year, and the willingness to devote at least one-third to one-half of your summer vacations to clinical work in the various hospitals and dispensaries of the city. If these conditions seem too severe, better matriculate at once in some other medical school, for here at the College of Physicians and Surgeons our standards are high, our student body far above the average in intelligence and training, and the pace set by the leaders of each class exceedingly difficult to maintain, but we firmly believe that the rewards open to the successful student are well worth the effort.

This thought suggests the inquiry why so many young men, well equipped for almost any professional or business career, choose annually to cast their lot with the medical fraternity. It is certainly not with any hope of amassing a fortune, for if you do not already know it, it is only fair for me to assure you that the practice of medicine offers little or no hope of great financial return.

What then are the rewards of a life devoted to the study and practice of medicine? What are the reasons why you have elected to devote your lives to a profession which offers so little of pecuniary reward even to the most successful of its followers? I take it that the reason why so many capable young men enter our profession is that they hope for and expect a reward which cannot be reckoned in dollars and cents, but which will outweigh in real value the benefits to be derived from the accumulation even of great wealth.

This brings me to the announced subject of my informal talk with you this morning: What are the standards of success open to the practitioner or student of medicine? Time will permit me to mention only a few, and these I can best illustrate by examples. Take in the first place the practitioner of internal medicine, the man whose relationship to his patient is that of the family physician. Those of you who are familiar with the charming essays and character sketches of Maclaren, will recognize as one of the best of this type, the rugged resourceful old Scotch physician, William MacLure, a doctor of the old school, who preferred to practice his profession in the highland glen of his birth to accepting an honorable position in one of the great medical centers. For forty years, day and night, summer and winter, in sunshine and in storm, through

snow, ice, drifts and floods, he visited the sick and injured of his own village and the scattered dwellers of the glen. It is true, Mac-Lure was but a character of fiction, created as a composite type from the lives and virtues of hundreds of his class in all parts of the civilized world—the type of man who gives all that he possesses in kindness, sympathy, and helpful assistance for a lifetime, and receives in return only sufficient coin of the realm to keep a roof over his head, food and clothing for his body, but such a harvest of esteem, appreciation, gratitude and affection, as to fill to overflowing every desire of his generous heart.

Let us, however, turn from the hard conditions of life of our rugged Highland practitioner, to the softer paths of one of his more fortunate brothers. I have in mind the career of one of the greatest consultants and teachers of medicine of our times. Reared amid scholarly surroundings, graduating in medicine at an early age, he quickly rose to a commanding position in the medical world. The master word of his early training seemed to be work: constant, conscientious, concentrated, and systematic work. By this means he early acquired an enormous fund of medical knowledge, and in addition so trained his mind to accurate observation, accurate deduction, and accurate speech, as to fit himself admirably for the rôle of teacher, in which he later became so successful. To watch him on his hospital visits was a liberal education; the carefully elicited history, the accurate and painstaking physical examination, the judicious employment of laboratory aids, and finally the logical summing up of the evidence, his masterly analysis of the symptoms and signs of the disease leading to the establishment of an accurate diagnosis, as well as his safe and sane suggestion in regard to treatment, made him one of the great clinicians of his time. The sterling qualities of his mind, his great industry, his charming personality, his magnetic enthusiasm and withal his keen sense of humor, would have made him a conspicuous success in any walk of life or field of human endeavor. In medicine few if any practitioners ever reached the measure of professional success which he achieved; and no teacher ever inspired in his students more lofty ideals, more enthusiastic devotion to work, or more loyal affection for their chief. William Osler never prized, sought after, or accumulated wealth. He always

preferred an autopsy to a consultation, and almost invariably would refuse an out-of-town summons from a wealthy client if it interfered with his hospital rounds or a morning with the students. In his mental and moral make-up, there was never any suggestion of commercialism, yet his professional success was so great as completely to overshadow any thought of financial reward.

It is perhaps the general surgeon whom the world looks upon as reaping the highest financial rewards in the medical profession, and yet one seldom hears of a surgeon whose period of large returns lasts more than a few years. Of all the surgeons of my acquaintance, the one whose life seemed to himself and his associates most rounded and filled with professional satisfaction and success, was a man born amid the humblest of surroundings in a small New England hamlet. With educational opportunities of the most limited character, by extraordinary industry, undaunted courage, and an unlimited capacity for work, he raised himself to one of the foremost positions in surgery of his time. Cast in a heroic mould, with fine constitution and superb health, he began his practice in a western city, and learned his surgery by hard personal experience. Receiving his degree long before the antiseptic era, he, in common with all others practicing surgery at that time, soon became familiar with the almost universal septic disasters which followed surgical operations, and yet by keen judgment and by an almost superhuman surgical intuition, he seemed to avoid in a remarkable degree the fatalities which followed the work of others. His success inspired wide confidence, and as a result of his sterling integrity, kindly manner and great-hearted sympathy, the members of the community in which he lived, almost without exception, turned to him in their surgical emergencies. No operation offering a reasonable hope of success was too difficult for him to undertake; no sacrifice was too great for him to assume, if it contributed to the well-being or comfort of his patient; and no man or woman was too poor to insure his best efforts. His talents were soon recognized, and while still a young man he was appointed professor of surgery in a flourishing medical school. His reputation grew rapidly, his skill was constantly in demand, by the rich and poor alike, not only of his own city, but throughout the greater part of his own and neighboring states. His contributions to abdominal surgery, then in its

infancy, his improvements in operative technic, and his ingenuity in devising new and improved methods of operating and wound treatment gave him a national reputation. I never knew a man whose life was so full of anxious work; his expenditure of energy would quickly have disabled a man of less vigorous constitution. Although he enjoyed for his day a large income from his wealthy patients, more than half his time and effort was devoted to the less fortunate members of society, from whom he received little or no compensation. One day in the height of his professional success, he was called upon by a physician of his acquaintance who asked him if he would operate upon a man with strangulated hernia. He explained that it was impossible on account of a college lecture and an afternoon filled with appointments and urgent consultations. His colleague replied that it was unfortunate for the patient, who refused to go to a hospital or allow any one else to operate. The surgeon hesitated, then inquired if the man had money. "No," was the reply, "only an invalid wife and a large family of children." "Then I will go," was the reply; "poor devil, if he had money he could get some one else." Quickly canceling his engagements, he gathered his assistants, went to the poor man's home, and performed a successful operation. In performing the operation, successful for the patient, the operator accidentally pricked his finger with a needle. That needle-prick ended the career of this talented great-hearted surgeon—not by a quickly fatal infection with moderate suffering, but by a long-drawn-out, discouraging and progressively weakening malady; for the virus entering the veins by this insignificant needle prick was the venom of syphilis. Occurring at a time when the disease was little understood, and treated with less success than at present, with the kindly assistance of his professional colleagues he battled with the virulent infection for weeks, months and years, only to develop at the end the gravest type of cerebral disease. He died a mental and physical wreck. You may ask why I mention the career of this unfortunate man as an example of professional success. I mention it not only on account of his valuable contributions to surgery for twenty-five years, but chiefly for the reason that every act of his generous life was, like the immediate cause of his untimely death, inspired by an unmeasured amount of human sympathy and love for his fellowmen.

Before closing I feel that I must say just a word in regard to the opportunities for professional success offered by the laboratory worker, the investigator, the seeker after the great truths which nature seems so maliciously to conceal. The poorest paid of all, this unselfish and self-sacrificing army of scientific workers seem content, without hope or thought of pecuniary reward, to devote their lives to the study of the nature and causation of disease, the etiology of infection, the pathology of new-growths, the underlying principles of immunity, the function of the ductless glands, the synthetic elaboration of remedial agents, the explanation of shock, the development of new and safer methods of anesthesia, surgical technic and the hundred other problems of vital interest to the practitioner. The work is arduous, time consuming, exhausting, yet the rewards are great.

Take the life of Jenner, the English country doctor, living in the last century at a time when the great civilized centers of Europe were annually devastated by the most dreaded of all modern plagues, epidemic smallpox. He made up his mind to investigate its cause and, if possible, to discover a remedy for it. He began to study it carefully from all points of view, and his attention by a strange coincidence was quickly directed to a similar disease which prevailed among cattle. Mildly toxic in character, it was accompanied by lesions which were almost identical with those of smallpox. Dr. Jenner also discovered that the people who had care of these cattle, as milkmen and stablemen, were often infected and presented small lesions on their hands, and that these people were absolutely and forever immune from smallpox. Then a great idea entered his mind: if the entire community could be inoculated with this mild cowpox, no epidemic of smallpox could affect them. This idea grew in the mind of Jenner, and developed into a great principle of medical therapeutics. When he was bold enough to announce his discovery before the Royal College of Physicians of London, did they receive it with enthusiastic interest or open minds? Not at all, on the contrary, they denounced Dr. Jenner, called him a quack, a charlatan, declared that his methods were brutal and inhuman and should never be included in scientific medical practice. Jenner, however, persisted in advocating protective vaccination, and

was finally enabled to prove the truth of his discoveries. He died a poor man. Although he devoted the greater part of his professional life to this great work, if it had not been for the liberality of the British government he would have died in abject poverty. Today what millionaire, what multimillionaire, would not give the greater part of his possessions for a name and fame like that of the great Jenner?

Let us turn for a moment to the career of Pasteur, a trained chemist, who in early life gave evidence of great originality of thought. Pasteur thought he saw in fermentation the action of living germs, low forms of animal and vegetable life. As he studied fermentation, he actually discovered in fermenting substances millions of these organisms, differing in size and shape with the various types of fermentation. Later he recognized that the processes he observed during the fermentation of inert matter were similar to the processes which take place in human beings and animals as a result of infectious disease. Then a great idea occurred to him, namely, that these or similar micro-organisms were the cause of infectious diseases. By his logical reasoning, his accurate methods of investigation, and his epoch-making inoculative experiments he demonstrated the great truth of the causation of contagious diseases, namely, that they are due to the presence in the blood and tissues of these low forms of animal or vegetable life—and the great germ theory of disease was born. As a reward, did Dr. Pasteur receive the generous treatment of his medical colleagues? Decidedly not. He was more bitterly denounced and criticized than was Jenner; but he knew he was right because his methods were accurate; he was convinced that his logical deductions could not be disproven, and he finally was able to demonstrate to the scientific world that his theories were absolutely correct. On the occasion of the celebration given in honor of his seventieth birthday by the French government, before an enormous audience composed of distinguished men of science from all parts of the civilized world, the great Lister, addressing him, said: "You have raised the veil which for centuries has covered infectious diseases. You have discovered and demonstrated their microbic origin." Dupuy, a colleague, said: "Who can say how much human life owes to you, and how much more

it will owe to you in the future." J. B. Dumas, his friend and admirer said: "May Providence long spare you to France, and maintain in you the admirable equilibrium between the mind that observes, the genius that conceives, and the hand that executes with a perfection and accuracy hitherto unknown." Apart from his epoch-making discoveries, Pasteur blazed the trail for all future investigation by demonstrating the immense value of painstaking accurate laboratory methods in the elucidation of the many biological and pathological problems which have confronted and which are today confronting the medical world. As a result of the powerful stimulus given to all scientific work by his methods and success, and the many problems suggested by his demonstration of the microbic nature of infectious diseases, hundreds of able workers have been attracted to this fruitful field of investigation, and medicine has been enriched by the masterly work of Koch, of Roux, of Behring, of Kitasato, of Ehrlich, of Widal, of Wright, of Welsh, of Flexner, and a host of others equally distinguished.

It is, however, to the work of Lister that surgeons turn with superlative pride and with the greatest satisfaction. Practicing surgery in the preantiseptic days, he quickly appreciated that the greatest factor in the prevention of surgical progress was infection—not at that time known by that name or understood, but recognized on every side by its final results, suppuration, wound fever, pyemia, septicæmia, erysipelas, hospital gangrene, etc., etc. The death rate from this cause following surgical procedures was so great, that only a few necessary life-saving operations were undertaken, as the repair of severe injuries, amputations for malignant disease, ligation of vessels for hemorrhage or aneurism, and the occasional removal of disfiguring tumors. The death rate following major amputations was upwards of sixty per cent., of strangulated hernia forty to sixty per cent., of abdominal section almost one hundred per cent. In not a single instance in one hundred years at the Vienna Maternity Hospital had a woman survived Cæsarean section, an operation you will frequently see at the Sloane Hospital with practically no mortality. Nelaton, who was in despair during the siege of Paris at the sight of the death of nearly every patient operated upon at the Grand Hotel, then a temporary military hospital, de-

clared that the surgeon who could conquer purulent wound infection would be deserving of a golden statue. Lister's great mind saw in Pasteur's work an explanation of surgical infection. He believed septic disease to be due to the presence in the tissues of pathogenic bacteria, and he conceived the great idea that if those micro-organisms could be excluded, primary healing without fever or other unfavorable symptoms would occur. Then followed years of arduous experimental work, in which he was hampered and harrassed, not only by professional criticism and ridicule, but by the action of the British government, which, yielding to the antivivisection clamor, enacted legislation which practically prevented his continuing this great work on English soil. Undaunted by this hostile action he transported his laboratories to France, and there, amid more favorable conditions, he completed his great work. In giving to the world a method of operating by which sepsis can be avoided, Lister's discovery must be regarded not only as the greatest contribution to surgery of this century, but as the greatest advance in surgical therapeutics of all centuries, the greatest life-saving measure of all time; for it not only removed the terrific death rate of the few operative procedures then employed, but it opened up the vast field of modern surgery, which has resulted in the relief and cure of scores of diseases, which without the aid of modern surgery led only to death, prolonged suffering, or chronic invalidism. So long as the human race suffers from injury or surgical disease, so long as surgery is practiced or taught, so long will the name of Lister be known and justly spoken of as one of the greatest benefactors of mankind.

Gentlemen: I have attempted in this informal talk to give you an idea of the standards of professional success which may be attained in addition to the gaining of a livelihood. Not that I would for a moment belittle the latter aim, for the workman in medicine is certainly worthy of his hire. But if you practice your profession ethically, with intelligence, with skill and with a large measure of human sympathy and philanthropy, you will never receive in dollars and cents anything like an equivalent of the services you render; yet it lies within the power of each one of you to attain a professional success which will be satisfying directly in proportion to your activities.

The profession you have chosen is an honorable one, its history and traditions are inspiring, its accomplishments are deserving of the greatest praise; but to succeed in it, you must be prepared to give it your best efforts, your unceasing devotion, your undivided attention—you must make it in reality your life work. Remember, however, that the path to success is not an easy one: discouragement, failure, and criticism often virulent and unmerited will be your lot, if you leave the beaten track and seek to establish new principles, or advocate methods not sanctioned by tradition. Let me urge you, however, in your periods of discouragement and trial to bear in mind the words of the poet:

“One ship drives east and another west,
While the self-same breezes blow,
It's the set of the sails and not the gales
That bids them where to go.
Like the winds of the sea are the ways of the fates,
As we voyage on through life;
It's the set of the soul that determines the goal,
And not the storms and the strife.”

GEORGE EMERSON BREWER

THE ASSOCIATION OF AMERICAN UNIVERSITIES

THE fifteenth annual conference of the Association of American Universities was held on November 6-9 with the University of Illinois and was largely attended. The first day of the meeting was devoted to two sessions of the conference of deans and similar officers of graduate schools which has become one of the most important activities of the meetings of the Association. At the three sessions of the whole body papers were read by President Hibben of Princeton on "The type of graduate scholar"; by William Dawson Johnston, librarian of Columbia University, on "The library as a university factor"; by Dean Guy Stanton Ford of the University of Minnesota on "The library and the graduate school"; and by Dean Kendric C. Babcock of the University of Illinois on "Further coordination of colleges and universities."

President Hibben's paper is in full as follows:

In the development of the species of any organism there is always a typical form which represents the prevailing tendencies at work in producing and maintaining it. Where purely mechanical forces are operative, it is possible to preserve an absolute uniformity of type with no variation from a completely monotonous product. The stamp of the machine appears on every article of its unvarying output. Where there are living forces, however, the central type maintains its characteristic position in the midst of a large number of variations from it. The type may be considered as the resultant of the many constant forces at work which are conspiring to produce it, and, therefore, may always be regarded as a diagnostic symptom of those concealed tendencies, to which its characteristic features are due.

The graduate student develops within a system of academic forces which exert a constant influence upon his ambition, his idea of a scholar's vocation, his habits of study, his methods of research and thus set a limit to his possible attainment. The presence of a marked individuality may transcend the influence of these forces and enable the student to manifest a superior order of excellence. It is also true, on the other hand, that variations from this general

type may manifest themselves in an opposite way and show an obvious inferiority of attainment.

The question naturally suggests itself as to what are the determining forces in the academic world today, which tend to constitute a definite type of graduate student. These forces can not be determined by any biometric method. Their operation produces qualitative rather than quantitative differences. And yet it is quite pertinent to inquire concerning the ground of these qualitative differences which give character to the type. They all may be traced back to a single source in the expectation which prevails in university circles of a certain kind of work which the graduate student must successfully accomplish. This expectation sets a program for his studies and for the general habit of his life. It makes prominent the necessity of the graduate student being so trained in the line of his specialty that he will be able to acquire expert knowledge concerning some specifically defined field of investigation and thus qualify to speak with authority concerning the things he knows. In many cases, of course, the graduate student is looking forward to the taking of his doctor's degree, and to that end he naturally bends his energies to accumulate as abundant and valuable material as possible for his doctor's dissertation. In other words, he has a special field of work before him and a special subject within the special field. Everything, it seems, must be sacrificed for his peculiarly intensive labors.

There is a demand also in certain quarters that in the pursuit of knowledge within this limited area the graduate student should give evidence of some aptitude for original discovery. These expectations he finds in the very atmosphere about him, wherein his special studies are to be pursued. This must determine in some essential sense the general mode of scholarly procedure and the general nature of scholarly attainment. The type is largely determined by these influences. It is, of course, obvious even to a very superficial inquirer, that the type thus produced has its conspicuous defects and limitations.

The restricted field of investigation demanding an intensity of sustained application and concentrated attention is, in itself, conducive to a narrowing of scholarly interest, to a limiting of the sources of knowledge, and a circumscribing of the range of desire and appreciation. The very success, moreover, which may attend the special inquirer may lead him to indulge in a spirit of pedantry which is always to be regarded as a symptom of defect or disease in scholarship. There is also a certain Phariseeism which is always a sure indication of superficial attainment. The pharisaical spirit

which indulges in the complacent contemplation of one's own attainment is wholly devoid of that true sense of proportion which enables a man rightly to view his own knowledge in reference both to the known and the unknown.

There is also, in these graduate years of study, a tendency to bring about an aloofness of scholarship, a detachment from the world of human affairs and activity, and a dearth of human sympathies.

It is an obvious economic loss to develop the mind at the sacrifice of the man. All of these dangers and drawbacks incident to the necessary perfecting of oneself in his specialty may be overcome by the stronger personalities among our graduate students. When this is the case we have a conspicuous variation from the type which we all admire.

We must recognize, however, that variations from the type do not necessarily affect the stability and permanency of the type itself, nor tend to modify its salient features. There is always the possibility of the appearance of extreme cases, and yet the type withal remains the same. If any change is to be brought about in the type it is the constant and central forces in operation tending to produce the type which must themselves experience some radical modification. Where in any development the phenomenon appears which is known as the progression of the type there is always a tendency among the typical forms to fashion themselves according to those extreme cases of variation which show essential superiority. To secure a progressive type, therefore, there must be some modification of the essential determinants among the controlling influences. Naturally, progress in university experience is realized only when the progression of the type can be maintained. The question suggests itself in reference to the particular subject under discussion. How is it possible to secure this improvement of the graduate student type? The type we have seen is due, in general, to the expectation which has been created in the university world as to the kind of excellence which is in demand. Therefore, if it is possible to create an atmosphere of expectation as regards a higher order of attainment, influences will appear and prevail which will assure the progress of the type.

Towards this end it seems to me that we who have the responsibility of directing the studies of our graduate students should insist that whatever may be the area of knowledge which they choose for their special field of investigation, they should be taught to correlate it with the great central subject of their studies. At the very beginning of his graduate years the student should understand

distinctly that he will be required to interpret the results of his research in the light of the whole body of knowledge. The scholar is not the collector, but the interpreter of knowledge.

This expectation we can enforce, moreover, by a very careful endeavor on our part to make the final examination of a student for the doctor's degree as comprehensive as possible. Such an examination should test the student upon his general knowledge of the literature of his subject, of its historical development, of its determining laws, and of the standards by means of which he is able to reach a discerning judgment and a critical estimate of all that pertains to its essential significance. The supreme test of the skill of the teacher is his ability to conduct a doctor's examination and by his questions reveal the wealth or the poverty of the candidate's scholarly resources, sometimes, indeed, the poverty or wealth of his own resources as well. It would be well, moreover, to induce the student to choose a subject for his doctor's dissertation which will necessarily compel him, in order to master it, to make excursions far afield into the neighboring territories of knowledge.

The true scholar must also have the spirit as well as the letter of knowledge. There must be something in his nature that will respond with enthusiasm to the unfolding of truth in its infinitely various forms before his inquiring observation. There should be such an appreciative sense of its value as to command his enthusiasm and devotion. He should possess, also, the ability to relate the truth he discovers to life itself, and to give it that scope and play in his experience which will exert its transforming power upon life's interests and activities. There are some subjects, it is true, which will be seen to bear directly upon the problems of living, such as the study of social and political conditions, of history, or of philosophy. There are other subjects, however, which have only an indirect reference to the daily problems of existence. But no truth swings entirely clear of life, and any body of ideas, however abstract and seemingly removed from concrete experience, nevertheless will be found to possess a transforming power in reference to the mind and character of the scholar who entertains these as his familiar companions. They will, at least, tend to quicken the thought and furnish the mind with a sensitized surface capable of receiving upon it the impressions of the human world from whose contact it can not escape.

Among those elements of knowledge which are merely mechanical there must be some power of the mind to organize the various items of fact into a living whole. Where there is life there is always creative power. The spirit of knowledge eludes definition. There is no formula which expresses or explains it, but it is possible

for a university to create the expectation that anyone who may cherish the ambition to become a scholar should, early in his career, give evidence that for him the tree of knowledge is veritably a tree of life.

The humanistic strain in the spirit of the scholar may be produced by the study of science as well as that of the classics or of philosophy or of art. Wherever there is intellectual striving an expansion of the mind results. This in itself should normally stimulate human sympathies and enlarge the range of human interests, for this mental development is chiefly brought about through contact with other minds not only of one's contemporaries but of other ages and of other races. This should create a sense of mutual dependence and thus make possible a true brotherhood of scholarship.

We know that knowledge is power, but it becomes efficient power only when one has learned the secret of applying it to the concrete experiences of life. One may possess a whole world of knowledge and have behind him a whole world of experience, but if this world is detached from the actual conditions and circumstances of life it is of no avail. The scholar must acquire not only knowledge, but also that wisdom which is the art of directing knowledge to a worthy end. Above all, one must learn the secret of applying his knowledge to human conditions and to human needs. To instruct, to persuade, to control men there must be an understanding of their nature and disposition, and the success or failure of most persons will be determined at the last analysis by their ability to deal with men. Whatever may be one's profession or calling, human contacts are inevitable. Even the most technical branches of knowledge, which seem far remote from any human relation or significance whatsoever, are not free from this human factor. The men who are to pursue the technical professions after their studies have been finished are peculiarly dependent upon their knowledge of their fellow-men. For the activities of their daily work will bring them in close touch with the human elements with which they must deal, and which they must learn how wisely and efficiently to control.

This relation of the graduate student to the human conditions of his life's work is peculiarly significant as regards the position and function of the teacher. It is of imperative necessity that our graduate students who are looking forward to the profession of teaching should have about them the possibilities of daily companionship. Talent may be developed in secret, but character only in the stream of the world, as one who knew well the possibilities of human nature has so profoundly observed. Surroundings should be provided for them which will bring together, in one common life, men of various temperaments, tastes and aptitudes whose studies lie in

various fields of knowledge, and which thus will tend to make them mutually helpful one to another through the daily commerce of thought.

Again the graduate student should be led by all the influences of his surroundings to such a reverence for the might and majesty of truth that he will show the spirit of humility as he walks within the courts of knowledge. The scholar should possess a masterful grasp of the truth and should speak with the voice of authority; but this is not incompatible with a docile spirit. Docility is the necessary condition of progress in scholarship. The pride of scholarly attainment is as deplorable as the pride of material possession. The intellectual Pharisee could not possibly see himself bulk so large were it not that the world of knowledge appears to him so exceedingly small. Whatever superiority a man may attain on account of his scholarship should be very humbly and reverently devoted to the enlightenment of his less highly favored fellows. If he feels a responsibility for the use of his intellectual powers, he will not waste much time in the fruitless occupation of contemplating and admiring them. He will then recognize the truth that his learning is not to be prostituted in the vain exploitation of himself, but in the humble service of the world.

Moreover, in the pursuit of any investigation which a graduate student undertakes, he should have clearly before him the difference between discovery and rediscovery. Too much emphasis has been put upon the test of discovery as regards the ability of the special research student. It is not absolutely essential that, in the studies of a scholar, some new discovery should be made. The progress of scholarship is often along the lines of rediscovering for himself that which has been known to the world of thought. The main question, it seems to me, is this: Does a scholar's research furnish a new center of illumination to lighten the path of his progress? Is his increasing knowledge a lamp to his feet? It is too great a demand upon him that he should discover an absolutely new light. It is sufficient in many cases if he can gain a new reflection from some old and constant source of illumination. One can always maintain, however, an independence of judgment even where it is impossible to attain originality in research.

We hear much today of the demand for productive scholarship. Productive scholarship, however, is to be tested by the value of the product. It is not sufficient to say of a man's accomplishment merely, that it is a work well done. To estimate it at its full value, we should be able to assure ourselves also that it is worth doing. It is urged that in the search after something new and original, whether one succeeds or not, at least habits of work, devices of ex-

perimentation, methods of exact scholarship, are acquired and can be acquired only in this way. This is all true, and the spirit of research should be encouraged in every way. But the exclusive desire to discover something new and in an original way has its dangers and may lead to purely mechanical methods of investigation. And our studies will become mechanical unless we bring to our task a richly furnished mind, conversant with the great thoughts of the great men who have marked out the boundaries and have built the highways of the territory embraced by the general subject which we are investigating. We may go into the byways of knowledge and push our inquiries beyond the frontiers, blazing a trail patiently and perseveringly into the region of the unknown; but from time to time it is necessary to seek the high places, whence we may be able to gain a vision of those widely extending fields, which have already been won for man's knowledge and use. This is the scholar's privilege; it is also the scholar's duty as well.

There is a prevalent fallacy that after the foundation of general knowledge has been securely grounded, we can then give our whole time and attention to building the superstructure of our specialty, and that questions of general knowledge in the domain of our subject may well cease to interest us, and can be eliminated from our thoughts and pursuits.

I am firmly convinced, however, that quite the opposite is the case—that we can only satisfactorily build up our specialty when we are constantly buttressing it by our growing knowledge of the general subject in which our specialty falls. I would emphasize this point particularly, that knowledge is to be regarded as a buttress as well as a foundation. Towards this end we should endeavor to impress upon the graduate student from the very beginning of his studies the necessity of developing the complementary powers of his mind. There should be an endeavor to balance the faculty of penetration with that of vision, the process of analysis with that of synthesis, experiment with theory, fact with law, and the knowledge of the particular case with an appreciation of its universal significance. True scholarship has power within itself to correct its own defects and transcend its own limitations, if there is only the passion for knowledge and the unwearying zeal to possess it.

The one whose self-discipline has produced a finely tempered intellect, who is possessed by the love of truth and counts no sacrifice too great in pursuit of it, who keenly scents the source of explanation in the concealed cause, who has acquired the habit of accurate observation and exact statement, who has learned the secret of making every stream of knowledge tributary to his particular specialty, who is accustomed to reserve his judgment until he is able to

see the obverse side of the shield, who has a sense of relative values, who knows how to preserve a proper balance among his own mental powers, skilled in the art of humanizing knowledge and breathing upon it the breath of life—this is the full measure of the stature of the scholar.

Mr. Johnston's paper stated as questions that inevitably present themselves in a consideration of the library as a university factor: To what extent is consolidation and centralization of libraries of a university desirable? What should be the membership and powers of the several library committees? What should be the professional qualifications and academic status of the library staff? It is important, the writer of the paper asserted,

to preserve in the general university library all collections of value to more than one school, but all collections of value to a single school or department, or purchased primarily for the use of a given school or department, should be organized as a branch of the university library. Such a department collection may be separate and distinct from the collections in the general library; or it may be composed of duplicates of books in the general library, or of books temporarily transferred to the department. While consolidation of university libraries is undesirable, centralization of administration is not only desirable but indispensable in an efficient and economical administration, particularly in the accessioning of books and in all the clerical and mechanical work of the libraries.

It is important that there should be more than one library committee in a university. In addition to a library committee of the board of trustees there should be a committee of the staff of the library, or library council, representing both the administrative departments of the university library and the department libraries and having all the powers of an administrative council. Finally there should be committees representing the faculty of each of the important schools or groups of departments, having advisory powers regarding the allotment of book funds and the library policies to be pursued in their respective departments.

It is imperative that a clear distinction be made between the clerical work of a library and its bibliographical service. The requirements for admission to the bibliographical service or library staff proper should be equal to those for admission to the teaching staff. The opportunities for continued study and research also should be similar.

Efforts have been made, the paper continued, by the American

Medical Association Council on Education, the Association of American Law Schools and other agencies to standardize the library service of professional and other university schools. The investigations inaugurated by these bodies should be carried on and the results correlated with a view to the elaboration of well defined university library policies.

Dean Ford's paper maintained the central character of the library in all graduate work, and the importance of an early and complete recognition of this position. Vital points to the graduate school in library policy and administration are the questions of central and seminar libraries; the committee system and the librarian; the apportionment of funds, and the expenditure of funds. The author of the paper deplored the existence of university rivalry in building up libraries, and stated the possibilities of an inter-university policy in directing library expansion.

Dean Babcock's paper discussed the work undertaken by himself, as specialist in higher education for the Bureau of Education of the United States, in the classification of the colleges and universities of the country with reference to their bachelor's degrees and emphasized the necessity for further coordination. The Association put itself on record as to its own attitude in this whole matter by instructing the secretary to forward a letter to the President of the United States containing a request for the completion of the classification of colleges already begun by the Bureau of Education; and by requesting the executive committee to appoint a special committee to investigate and report to the Association on the question of the classification of American colleges with regard to their educational standards and practices. A resolution, looking also toward a common standard in the recognition of the bachelor's degrees of American colleges, was proposed by the deans' conference, and unanimously adopted, to the effect that members of the Association of American Universities should not recognize, for admission to their graduate schools, the degree of any institution which is not recognized by the university of the state in which the institution is located.

An important action of the conference was to approve a report of the executive committee containing a list of American colleges

and universities whose bachelor's degrees should be recognized by the educational authorities of Germany as fulfilling the conditions of matriculation at a German university. This matter has long been considered, in the Association as well as outside of it, an unfortunate discrimination against the good colleges of the country whose bachelor's degrees are not recognized abroad. The subject has several times come before the Association, which is primarily concerned in a proper adjustment of the matter, in that the degrees bestowed by the institutions in its membership by action of the German authorities are the only ones at the present time recognized as equivalent to the *Maturitätszeugnis* of the *Gymnasium* and the *Oberrealschule*, but until now without definite action having been taken to make a list of other colleges whose degrees should be certified to Germany as entitled to equal recognition with their own. The report recommends that

“to be included in a list of American institutions whose bachelor's degrees should be accepted by foreign universities are:

First, the members present and future of the Association of American Universities.

Secondly, those other institutions on the accepted list of the Carnegie Foundation for the Advancement of Teaching, about whose claims to recognition there can be no question.

Thirdly, those institutions which are not included in the accepted list of the Carnegie Foundation because they are in some sense sectarian as defined in the terms of gift of the Fund, but otherwise conform to its standards of acceptability. Such a list has readily been furnished by the Carnegie Foundation with the understanding that it is to be used for the present purpose.

The list thus constituted consists, with the inclusion of the 22 members of the Association, of 118 colleges and universities. It includes both endowed and tax-supported institutions. It includes, furthermore, no institution which does not require for admission a full four-year high school course, nor does it include any institution not supported by taxation which has a productive endowment of less than \$200,000, or any tax-supported institution whose annual income is less than \$100,000, as provided by the rules for the admission of institutions to the privileges of the Carnegie Foundation. “The list of colleges and universities submitted,” the report continues, “is not relatively a large one, and it may very well be that there are other institutions omitted from the list, that in many

respects deserve to be ranked with them. It would seem best, however, to take a conservative attitude and to include in a preliminary recommendation only those colleges and universities whose standards of accomplishment are unquestionably recognized by the Association as fulfilling the conditions of matriculation and are rightly entitled to share with the members of the Association in such privilege. It is much easier to enlarge a list than to diminish it, and a further recommendation can readily be made by the Association, if circumstances shall seem to warrant it."

Officers of the Association, elected for the ensuing year, are: President, University of Illinois; vice-president, Columbia University; secretary, University of Pennsylvania (for five years); additional members of the executive committee, University of Minnesota and Harvard University.

It was decided to hold the next annual conference with Princeton University at a date to be determined. The invitation of the University of California was accepted to hold the conference of 1915 in San Francisco during the Panama-Pacific Exposition.

WILLIAM H. CARPENTER

PUBLIC SERVICE OF UNIVERSITY OFFICERS

THE modern university throughout the world is more than in any preceding period of its history a matter of the people. This is true even in those countries where learning beyond the fundamentals of education is still traditionally conceded to a greater or less extent to be a special prerogative of a class relatively small in the community—a feeling that is without a doubt still sometimes shared by the universities themselves within their gates as well as by the people outside them. The universities, however, wherever they may be situated, in no small degree have come down from their heights to participate more largely in the affairs of the valleys and to play their part in the common activities of civic and national life. The scholar, in this way, is no longer, or, if at all, in a vanishing quantity as appertaining to an older generation, the recluse that was his prototype with his interests bounded by the walls of his laboratory or study, but a citizen of the state impelled as others to solve its problems and to share its burdens for the common good.

If this is true of the university in general, it is doubly true of the American university at the present time. Not only has it opened its doors more widely than has its foreign counterparts to the admission of subjects of instruction and consequently to a wider and more diversified body of students to study them, but in the person of its instructors it has come out through its open doors into the community of which it more and more has grown to regard itself a constituent part. This is not alone true of the state universities, which as state-supported and in many instances as tax-supported institutions actually belong to the commonwealth as a part of its functional activity, but it is true in quite as great degree of the endowed universities of the country, which largely have felt a definite obligation to the state, that as truly, though in another sense, has supported and maintained them. It has come to be readily recognized within the American university itself, as a part of a developed academic consciousness, that it is in no unmistakable way a public

servant and that its responsibilities are real and in no sense concessions complacently bestowed.

Throughout the country, too, there is distinctly observable as a sign of the times not only the desire of the university to participate and to assist, but the willingness of the people to be assisted from the side of the university in the solution of the problems of living. And as the university has exhibited more and more both its willingness, and its ability to serve, it has won as never before the confidence of the community in its own good faith. Opinions that were once regarded as "academic" are now freely accepted as expert knowledge, and to a continually increasing extent university instructors are called upon not only to express them theoretically, but to help in person in their practical application. In city and state, and in directions inconceivable even a generation ago, the universities are being called upon to perform through their corps of instruction almost every imaginable service in the community and they are responding as readily to the demands that are made upon them.

Columbia, to an extent wholly unrealized by many within the University and by few outside it, is participating through its teachers in this movement of public service. It was with the idea of exhibiting this fact with some degree of accuracy that the statistics referred to in the last annual report of the President of the University were collected. This record, which in the end is only partial, concerns itself solely with the teaching force of the University and does not include officers whose duties are purely administrative. The list as it has been compiled, together with the section of the report in question, are printed in the following pages of the *QUARTERLY*.

WILLIAM H. CARPENTER

"Still another measure of a university's usefulness to the modern state is to be found in the service which its members render to the public through their association with governmental or voluntary activities of various kinds. It is by such association that the University's scholars bring their training, their knowledge, and their experience to bear upon those practical problems which are of present interest to the public. Among all the universities of the world, the American universities are probably unique in respect to the amount and variety of the public service rendered by their members. Of the American universities Columbia is second to none in the number, scope and importance of undertakings of a public or semi-public character in which its teachers and investigators are engaged. It is but to paraphrase a familiar saying of Plato to point to the fact that only when the rulers and guardians of the state are trained and reasonable men, and when trained and reasonable men are made rulers and guardians of the state, will there be any prospect of mending present ills and of multiplying present benefits.

"With a view to its publication in the present annual report, an attempt has been made to prepare a detailed list of the public and semi-public undertakings in which members of Columbia University are now engaged. The result was astonishing, and it would be quite impossible to print, within the limits of a single annual report, the data that have been accumulated. Arrangements will be made for the publication of this material elsewhere, and when published it will certainly be a revelation, not alone to the public, but to the University itself."*

ADLER, FELIX. *Professor of Social and Political Ethics.*

Chairman, National Child Labor Committee; Editorial Committee, "International Journal of Ethics."

ANDREWS, BENJAMIN R. *Assistant Professor of Household Arts in Teachers College.*

Vice-President, American Home Economics Association; Associate Editor, "Journal of Home Economics"; Chairman, Ellen H. Richards Memorial Committee.

ARNY, HENRY V. *Professor of Chemistry, College of Pharmacy.*

Committee of Revision of Pharmacopœia of the United States; Committee of Revision of National Formulary.

BAGSTER-COLLINS, ELIJAH WILLIAM. *Associate Professor of German in Teachers College.*

Chairman, Board, School District 15, Town of Cortlandt.

BALDWIN, CHARLES SEARS. *Professor of Rhetoric and English Composition.*

Director, New York Center, Drama League of America.

BEARD, CHARLES A. *Associate Professor of Politics.*

Board of Editors, "National Municipal Review."

BERKEY, CHARLES P. *Associate Professor of Geology.*

Field Staff, New York State Geological Survey; Council and Vice-President New York Academy of Sciences; Geologist, N. Y. City Board of Water Supply.

BIGELOW, MAURICE A. *Professor of Biology in Teachers College.*

Executive Committee, American Society of Sanitary and Moral Prophylaxis; Vice-President, American Nature-Study Society.

BLANCHARD, ARTHUR H. *Professor of Highway Engineering.*

Advisory Board on Highways, New York; Consulting Highway Engineer, Board of Water Supply, New York City.

BOAS, FRANZ. *Professor of Anthropology.*

Honorary Philologist, Bureau of American Ethnology; Secretary, Board of Directors, International School of American Archæology and Ethnology in Mexico; American Representative of Ethnological Museum, Imperial Academy of Sciences, Russia; Vice-Presi-

* President's Annual Report, 1913.

- dent, American Ethnological Society; Committee for the Organization of International Ethnological Congress; Board of Directors, Germanistic Society of America; Council New York Academy of Sciences; Committee on Anthropology, Phillips Academy, Andover; Editor, "Journal of American Folklore," "Publications of the American Ethnological Society," "Publications of the Jesup North Pacific Expedition"; Associate Editor, "Internationales Archiv für Ethnologie."
- BOGERT, MARSTON T. *Professor of Organic Chemistry.*
President, Society of Chemical Industry (International); Associate Editor, "Journal American Chemical Society."
- BONSER, FREDERICK G. *Associate Professor and Director of Industrial Arts in Teachers College.*
President, Vocational Guidance Association of New York.
- BREWER, GEORGE EMERSON. *Professor of Clinical Surgery.*
President, Congress of North American Surgeons.
- BURDICK, FRANCIS M. *Dwight Professor of Law.*
Commissioner on Uniform State Laws from New York; Representative American Bar Association on Board of Editors of American Year Book; Member, Committee of Fourteen, New York City.
- BURR, WILLIAM H. *Professor of Civil Engineering.*
Board of Consulting Engineers of Board of Water Supply of New York City; Trustee, Cathedral of St. John the Divine; Trustee, St. John's Guild.
- BUSH, WENDELL T. *Associate Professor of Philosophy.*
Trustee, Keuka College, Yates County, New York; Co-editor, "Journal of Philosophy, Psychology and Scientific Methods."
- CALKINS, GARY N. *Professor of Protozoology.*
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WOODHULL, JOHN F. *Professor of Physical Science in Teachers College.*

Chairman, Committee of National Educational Association upon School Courses in General Science.

WOODWORTH, ROBERT S. *Professor of Psychology.*

Editor, "Archives of Psychology," and Co-Editor, "Psychological Bulletin"; Council, N. Y. Academy of Sciences; President, American Psychological Association.



WILLIAM K. SIMPSON
M.D. 1880

WILLIAM KELLY SIMPSON, M.D.

William Kelly Simpson, professor of laryngology in the College of Physicians and Surgeons, died on February 5, 1914, of cerebral hemorrhage. His last illness came suddenly after he was well on the road toward a good recovery from a smaller hemorrhage experienced last April, which made it necessary for him to obtain a leave of absence from his duties in the medical school and from his practice.

Dr. Simpson was born in Hudson, New York, on April 10, 1855, being the youngest of the nine children of George N. and Caroline (McCann) Simpson. His paternal ancestors came to New York State from Virginia. His education was acquired in the school at Hudson, the Episcopal Academy of Connecticut at Cheshire, and Cornell University, where he obtained the degree of A.B. in 1876. After a year he decided to study medicine and entered the College of Physicians and Surgeons to graduate in 1880. Upon graduation he joined the staff of the Presbyterian Hospital, where he served as interne on both the medical and surgical divisions until October, 1882. In that same month, he married Miss Anna Farrand, also of Hudson, New York, and settled in East 71st Street. At first he took up a general practice, but soon became interested in diseases of the nose and throat, especially as he was asked to take the summer practice of Dr. Clinton Wagner, one of the pioneers in that specialty in New York City.

From the first Dr. Simpson identified himself with various dispensaries and was attending surgeon to the throat departments of the Northern Dispensary and the Metropolitan Throat Hospital and assistant surgeon in the throat department of the Presbyterian Hospital Dispensary, also serving as attending physician to the outdoor department of the New York Foundling Hospital. It was here that he became associated with the late Dr. Joseph O'Dwyer in his work on intubation, and Dr. Simpson performed the first intubation in America on an adult for the treatment of laryngeal

diphtheria. He was appointed instructor in laryngology in the New York Post-Graduate Medical School and Hospital and attending surgeon to the nose and throat departments of the New York Eye and Ear Infirmary, and continued as such until these departments were dropped in that institution.

In 1887 he became one of the assistant surgeons in the nose and throat department of the Vanderbilt Clinic, and in 1898 was appointed chief of clinic and instructor in laryngology in the College of Physicians and Surgeons. On the retirement of Professor George M. Lefferts in 1904, Dr. Simpson succeeded to the professorship of laryngology, which position he held at the time of his death. He was consulting laryngologist to the Presbyterian Hospital, the Seton Hospital, the St. John's Hospital at Yonkers and the Somerset Hospital in Somerville, New Jersey. He was also a fellow of the American Laryngological Association and the New York Academy of Medicine and formerly chairman of the section in laryngology of the Academy and a member of the Hospital Graduates Club.

Perhaps in laryngology Dr. Simpson was best known as the inventor of the use of the Bernay compressed cotton sponge in the nose to prevent hemorrhage. He was also the author of various monographs, among them "a consideration of some of the more important principles of intra-nasal surgery," "Intubation in diphtheria," "Specialism in medicine," "The treatment of non-membranous stenosis of the larynx in the adult," "A study of the proper application of intubation in chronic stenosis of the larynx," and "The use of Bernay's aseptic sponge in the nose and naso-pharynx, with special reference to its use as a pressure hemostatic." In 1903 he contributed the articles on diphtheria, intubation, syphilis, tuberculosis, leprosy and lupus of the nose and throat, laryngeal stenosis and foreign bodies, to Posey and Wright's "Diseases of the eye, ear, nose and throat."

As a lecturer Professor Simpson was clear and able to give exact details which showed intimate knowledge of his specialty and of his patients. He was very popular as a man among men and enjoyed the society of others, whether in work or in relaxation. He was fond of music and for a long time was an active member of

the Musurgia Society. To his students he was a true friend and he took a personal interest in each. He enjoyed teaching and, though his duties did not require it, he would often go to his clinic during the section teaching to aid and encourage those under him in his department. His widow, a daughter and a son survive him.

SAMUEL W. THURBER

EDITORIAL COMMENT

The popular mind is easily impressed with size, and particularly with large numbers. The fact that Columbia University has under its **Standards of University Excellence*** influence and instruction many thousands of students is annually heralded in the public press as entitling it to claim precedence over other institutions at home or abroad. Within the University itself no such feeling prevails. The growth in numbers so marked in recent years is, of course, gratifying in so far as it indicates that the curriculum, the equipment, and particularly the teachers and investigators of Columbia are sought on their own account. But we should deplore growth in numbers unless it were accompanied by a steady increase in the quality of the students. The fact that a rigid examination is insisted upon for admission to Columbia College and to Barnard College, and that all credentials offered by those who seek advanced standing or who wish to enter the graduate and professional schools are subjected to the closest scrutiny, and the farther fact that no student is allowed to shirk his work and to remain long upon the rolls of the University, are an indication of the spirit with which the several faculties, administrative boards, and administrative officers view their responsibilities. The sum total of attendance at Columbia University is enormous, primarily because the scope of the University is very wide and because all its several schools are well attended. If the entire enrolment at Columbia were the enrolment of a single undergraduate college or a single school of law, of medicine, or of engineering, it would, of course, indicate the existence of an educational monstrosity; but when the numbers in the undergraduate colleges, in each of the professional and technical schools, and in the several subdivisions of the graduate schools are so distributed that they may easily be accommodated and taught, the fact that the sum total of the enrolment is very large need give us no concern. What should concern us is the quality, the character, and the homogeneity of the several units of which this total is composed. Columbia College now has upon its rolls more than eight hundred undergraduates. It may very well be doubted whether it would be possible to care profitably and properly for more than twelve hundred College students. Should the

* From President's Annual Report, 1913.

College attendance grow to twelve hundred in the near future, the faculty and the trustees will be confronted with a real problem. The Schools of Law, of Medicine, and of Mines, Engineering and Chemistry are able to take good care of the number of students now on their rolls. Barnard College and Teachers College are full to overflowing, but in each case the provision of additional buildings would render it possible to care for all the students now enrolled there, and more as well. The College of Pharmacy is not yet, but may soon be, overtaxed. The graduate students enrolled under the Faculties of Political Science, Philosophy, and Pure Science so distribute themselves through twenty or thirty departments that it is only here and there that congestion is to be found. The same is true of the summer session and of extension teaching. Therefore, so long as the quality of the student body is maintained and standards are kept high and definite and are strictly enforced, we need not find cause for alarm because the sum total of all the students under instruction is unprecedented.

In December of each year a service is held in St. Paul's Chapel to commemorate those who during their lifetime advanced the honor of the University. In particular those officers and students of the University are remembered who have died during the preceding twelve months. A member of the faculty makes an address at this service on some general commemorative theme. Such an office on such an occasion is likely to call out whatever is deep and significant in the speaker's nature; it is, therefore, a matter of satisfaction but not of surprise that all the addresses so far delivered have been noble pronouncements upon some phases of the spiritual life. The address delivered last December by Professor Keyser deserves the attention of readers of the *QUARTERLY* both as a record of this academic occasion, and as a comforting and inspiring interpretation of the fact of death. At a service in memory of comrades in the life of reason, a service held in gratitude for that comradeship, it was fitting to consider for once the phenomenon of death, not as it may present itself to the faith or the skepticism of the dying, but as it actually contributes to the values of life here on earth. So exclusively has individual man studied his end as the opening or the closing of a chapter important to himself, that the imagination is startled when we are asked what death means, not with reference to our prospects of another world, but with reference to the spiritual career of all men in this world. This question, in one

of the oldest fields of thought, seems to be new. In the application of a rigorous method to a subject usually treated with variable sentiment, the address is most distinctive. Its conclusions can hardly fail to encourage and inspire.

It is a pleasant change from former years to hear the favorable comments from new comers to the staff of Columbia College and from professors returning to college work after years devoted to more advanced courses, as to the intellectual interests and capacities of our present undergraduates. The chief reason for the change is to be learned from the article concluded in this issue of the QUARTERLY upon the work of the University Committee on Undergraduate Admissions. President Hadley is reported to have said when the Princeton preceptoral system was the most talked of educational experiment of the day: "It takes no angel from heaven to tell us that you will improve undergraduate teaching if you put seventy-five thousand dollars worth of brains into it." Columbia has not expended so much in the reorganization of its admissions machinery, but she has made an excellent bargain in the brains and devotion she has acquired and the results are for all to see. Throughout the modestly recorded history of the work of the committee which its chairman gives, the thing that strikes the reader most forcibly is the amount of good common sense that is being applied to our problems in a field where this quality is too often conspicuous by its absence. It is difficult to convince some people that regulations cannot be trusted to run themselves, and to convince these and others that to deal patiently, intelligently and sympathetically with students not only does not involve the lowering of standards but actually operates to raise them.

Professor Jones is a believer in the written examination as the best test for admission, but he is wise enough not to weaken his argument by any attempt to conceal its limitations. The Columbia plan of requiring careful school reports enables us to get the benefits of the good parts of the examination system without the corresponding handicap which inevitably results from trusting to it alone. The attention of those interested in this whole question of admission to college is called to an article in the *Educational Review* for November, 1913, also by Professor Jones, entitled "Some new methods of admission to college."

Two of the addresses delivered to medical students within the past

year have come to our notice. One, by Professor H. H. Donaldson of the Wistar Institute, was given to the graduating class of the Medical Professor Brewer's School of Washington University of St. Louis, and **Address in Medicine** the other, which appears in this number of the *QUARTERLY*, was delivered before the incoming class of the College of Physicians and Surgeons of this University by Professor Brewer. In both the attention of the student was drawn to the significant things of medical education and practice. Professor Donaldson spoke in more general terms of the nature of the student's training and the future work of the medical graduate. Long journeys over the literature of medicine will to a considerable extent replace the arduous drives of the country doctor of the earlier days. Professor Brewer, following what may be called the case method of presentation, draws attention in more concrete form to the rewards which the medical man may expect for the work he is to do. Professor Brewer's first type is Ian MacLaren's hero, the country doctor of the old school, William Maclure, a rival of Goldsmith's village curate for the esteem and love of the people of the country-side, and whose rewards did not lie in the accumulation of this world's goods. William Osler, now Regius professor of medicine at Oxford, is cited as an example of a practitioner who rose to a position of honor and eminence in his profession but through it all retained the ideals of a scholar untainted by commercialism. The western surgeon who contracted a loathsome and eventually fatal malady during an operation on a poor patient who could not afford to pay, is the next type cited. His reward lay in the consciousness of the performance of a professional duty, whatever the outcome to himself might be. Jenner, Lister and Pasteur are presented as types of medical investigators working in the laboratory, perhaps far removed from the bedside and the operating room. One, Pasteur, was not even a graduate in medicine. The invention of vaccination for smallpox, the discovery of the relation of micro-organisms to the occurrence of infectious disease, and the development of antiseptic, followed later by aseptic surgery, are achievements any one of which might well be a sufficient reward for the life work of any man. The practitioner comes in contact with his patients day after day, and his path lies close to matters of human interest. But however great his energy or however wide his field of work, he alone can minister to but a few of the world's afflicted. The laboratory worker, on the other hand, has as his ideal the development of new methods of diagnosis or of treatment, a knowledge of which he may impart to a multitude of practitioners, and in this way he may minister

indirectly to a vast number of patients, many of whom may never have even heard his name. Pasteur's name is a household word in France today, and the Institut Pasteur in Paris is devoted to carrying out the traditions of the illustrious investigator for whom it was named, just as the Lister Institute in London is the center of a great amount of medical research in England. Each of these and other investigators might with perfect propriety have repeated to himself that line from Horace, *Non omnis moriar*. Both Professor Donaldson's and Professor Brewer's addresses may be commended to professional and lay readers alike as evidence that the "prosperous physician riding in his carriage today and forgotten tomorrow" no longer represents the ideal in medical education or practice.

After thirty-three years of service as a trustee of the University, during nearly one-third of which he held the office of President, Mr. Low has offered the board his resignation to take effect at the end of the present

Resignation of academic year.

Mr. Low When, in 1881, Mr. Low became a member of the board of trustees, Columbia was still a college and the School of Mines and the School of Political Science were loosely related parts, and so it remained until he assumed the presidency nine years later. But the hour and the man for a new departure were then at hand, and in combining the intellectual and educational forces which had long been gaining strength in and about the College, and in molding them into a University, Mr. Low showed himself a master of organization. This was his first great service to the University, and in rendering it he laid the cornerstone of the vast educational structure which the University has since become.

No less in importance was the removal and reestablishment of the University upon a site commensurate with its educational needs and possibilities, and in securing this site and in planning its future development, Mr. Low again rendered an inestimable service to the University.

Great as was his contribution to the group of buildings which has grown up upon this site, of even greater value was the service which he gave to the University, in devotion to its interests and in preparing the way for what has since been accomplished, and for results yet unseen. It is to this spirit of devotion to his *alma mater*, which Mr. Low has again recently expressed in his letter of resignation, that the University owes its greatest debt of appreciation and gratitude. While

the severance of his official relation cannot but be accepted with deep regret, he is nevertheless so identified with the University that his place in its history is too firmly established ever to be changed or forgotten.

The decision of Dr. William Dawson Johnston, the librarian of the University, to resign his position at Columbia in order to become the head of the largely endowed public library of St. Paul, Minnesota, **Resignation of Dr. Johnston** caused great regret to the many friends he had made here during his four years of devoted and arduous service. A detailed account of the work accomplished by him will be found elsewhere in this number. Here we desire to emphasize Dr. Johnston's broad loyalty to the University as a whole and the spirit of idealism with which he always approached the problems of his position.

To the large practical knowledge and experience of library methods evidenced in many improvements in service and equipment, he added a high sense of the dignity of his profession, and perhaps his greatest contribution to Columbia's welfare will be found to lie, not so much in the concrete administrative achievements described in our article, as in the unostentatious influence exerted by his ideals with regard to the position of the library in the University system. He was as far as possible from viewing the library as a mere laboratory for advanced students, nor did he believe that the sole function of a university librarian is to perform within a narrow sphere whatever routine service a special group of professors and students may happen for the moment to demand. He thought that the library existed to serve, not only each and every member of the University family, but all the interests intellectual, æsthetic, spiritual, of all these members. Nay more—he recognized his obligations as librarian to his fellow librarians, and to scholars, readers, collectors, and lovers of books as things beautiful, both in New York and in the country at large. He encouraged exhibitions of rare books and of splendid examples of the arts of the binder and illustrator, he sought to establish relations between the library and the bibliophiles of the nation, he represented the library worthily at professional gatherings, and, last but not least, he fostered an interest in bibliography. In other words, he has served the University best in precisely those respects in which he has served his profession most loyally and efficiently, and we trust that in his new position he will have full opportunity for similar catholic work and influence.

The acceptance by Professor Livingston Farrand of the presidency of the University of Colorado is the fourth instance, within the last few years, of loss to Columbia through one of its staff becoming president of another institution of learning. In the case of Professor Farrand the period of association thus terminated has been particularly long. Ever since his graduation from Princeton in 1888, he has been at Columbia,—as student in the medical school, 1888–91; as instructor on leave in Cambridge, England, and in Berlin, 1891–93; as instructor in psychology, 1893–1901, and adjunct professor, 1901–03; and as professor of anthropology since 1903. Nor has the closeness of his association with Columbia been in any wise decreased by the valuable public work that he has done outside of the University,—notably as secretary, for the past eight or nine years, of the National Association for the Study and Prevention of Tuberculosis. For a long time he has been one of the well-known and well-beloved men in the University. Among his colleagues there is but one feeling,—admiration for his sterling work, personal sorrow because of his departure, and cordial wishes for his welfare and success in his new undertaking.

Since the establishment of the Pulitzer School there has been much curiosity expressed as to what the University will do with the students in journalism. It is now beginning to be realized that there is another question involved and that is, what will the students in journalism do with the University? If they were segregated they would be as harmless as pharmacy or medical students, but they are not. They are on the campus and all over it, for they have acquired at least the newspaper man's belief that what is everybody's business is his business. They are likely to be discovered on the back seats of any lecture room, busily taking notes but not the sort of notes ordinarily taken. For when the reports of the lectures they are assigned to cover are handed in to the department of journalism, it is found that they do not consist entirely of what the lecturer said, or meant to say, such as the dutiful student puts down, but that they also contain observations on how he said it. If the lecturer was incoherent in explanation or indistinct of utterance, if he addressed his boots rather than his class, if he was unduly dependent on his notes or text-book, if he handled his apparatus clumsily so that the experiment showed the opposite of what it was intended to prove, these defects in presentation are carefully noted and commented upon with unprecedented frankness.

The journalistic students should not be judged too harshly for this violation of academic etiquette. They do not realize that it is not customary to apply to classroom lectures the standards of criticism that are used by the extramural world in regard to books, periodical literature and public addresses. The classroom audience is a picked audience, required to attend, accustomed to interpret the meaning of the instructor however inadequately expressed, trained to disregard the manner of a discourse in their absorption in the matter of it. It is natural, however, that these students should fail to understand this and should, quite unintentionally, subject others to the criticism which they are accustomed to receive in the journalism building.

The students are efficiency experts in the art of expression; or if they are not, they aspire to be or think they are, which amounts to the same thing in this case. Many of them have been reporters, editors or contributors before they enter the school, and during their course they are constantly drilled in writing clearly, concisely, accurately and effectively. They are therefore disposed to lay more stress on such points than is customary in academic circles.

But the instructor in another department of the University has no reason to feel nervous when he sees some of these sharp eyed and sharp penned young men on the back seats. Their reports of the lecture are buried in the archives of the journalism building. Their praise and their blame, whether just or unjust, need not concern him and he can continue in his customary manner of delivery without regard to the presence of these human dictographs.

The recent agreement reached between Harvard University and the Massachusetts Institute of Technology for a combination or merger of instruction in engineering or, broadly speaking, in applied science

Merger of Harvard marks the consummation of one of the most important measures ever completed in this country for the professional instruction of engineers. Both of

Engineering School
and Massachusetts
Institute of these institutions have long maintained prominent
Technology courses of study in applied science. In fact, in-

struction in engineering in Harvard University runs back almost to the earliest days of technical instruction in the United States, although for a considerable period of years this broad branch of Harvard's educational work seriously lapsed and almost died out. The two institutions after years of negotiation have reached a well considered and effective

basis of work under the administrative direction of the Institute of Technology, which should result in so strengthening and developing the professional courses of study to be given under the new arrangement, as to produce one of the greatest engineering schools in the world.

It has been stated, though erroneously, that Harvard University has abandoned its engineering courses, but as a matter of fact it abandons no part whatever of what it is now doing. Each institution cooperates in the highest and best sense of the word in carrying out its own educational work, each formulating the requirements of admission, the course itself and the qualifications on which its degrees are conferred. Any student under the new cooperating faculty may take such a course of study as will enable him to graduate from either institution as he may elect. Each institution even maintains such a degree of autonomy as to pay the salaries of the professors and other instructors engaged in giving its own courses and each agrees to give its instructors the benefits of its own pension system. Finally, each institution reserves the right to withdraw from the merger on a five years' notice, or on such shorter notice as may be mutually agreed upon.

This merger or agreement if wisely administered cannot fail to advance in a marked manner the interests of professional engineering education. The Massachusetts Institute of Technology has long been a prominent representative of instruction work in the applied sciences. In fact it may be said without being ungracious that its intensity of such instruction has prevented some desirable development in breadth and general cultivation. Harvard, on the other hand, has its centuries of educational traditions of broad and cultivating character reflected markedly in its graduate courses in engineering instruction. If such great educational interests are effectively administered, the results must materially advance educational training for all professional fields in applied science. The divided and diffused efforts of the separate institutions will be strengthened by concentration and unified direction in all parts of the applied science field.

It will be highly interesting to observe the result of conducting a broadly based graduate course of engineering instruction in parallel, as far as practicable, with the ordinary undergraduate course, the general movement at present being in favor of the former.

THE UNIVERSITY

The most recent issues of the Columbia University Press are a volume in the Contributions to Oriental History and Philology: "Root-determinatives in Semitic speech, a contribution to Semitic philology,"

by Solomon T. H. Hurwitz; and a volume in the Press Activities Columbia University Indo-Iranian Series: "A catalogue of the collection of Persian manuscripts, including also some Turkish and Arabic, presented to the Metropolitan Museum of Art, New York, by Alexander Smith Cochran," under the editorship of Professor A. V. W. Jackson and Dr. Abraham Yohannan of this University.

The subject of Dr. Hurwitz's book is the "biliteral theory" of the Semitic root, which he explains in his preface has been sometimes attacked and sometimes defended, but in recent years has been almost entirely rejected. The author decides, however, that the biliteral root in Semitic was an actual entity, and that this original character is a key to the solution of many vexing problems in Semitic etymology. The whole subject is considered under two main heads: grammatical and lexicographical. The ultimate conclusions are that the Semitic root was originally biliteral. Later on the original biliteral developed a triliteral form by the addition of formative elements demonstrative in origin, so that the characteristic triliteral Semitic root, for the most part, is made up of a primitive biliteral plus a demonstrative root. The work is an important contribution to Semitic philology. Whether or not the solution of the problem here advanced will dispose of what has long been a contentious question, the study must be most seriously taken into consideration in any further discussion of the biliteral theory, which has been brought by it into a definite and restricted field and placed upon a recognizedly scientific foundation.

The collection of Oriental manuscripts, described in detail in Professor Jackson's and Dr. Yohannan's "Catalogue," was presented to the Metropolitan Museum of Art, in 1913, by Mr. Alexander Smith Cochran, whose interest in Persia had been aroused by a journey through that country several years ago in company with the principal editor of the present volume. The collection consists of twenty-four manuscripts—twenty Persian, two Eastern Turkish, and two Arabic. A number of them are in several respects unique. All are handsomely

illuminated and many are adorned with beautiful miniatures. The entire collection contains much that is of interest to students of art, literature, and history, and forms a most valuable addition to the treasures of the Museum, which prior to this gift possessed only one Persian manuscript, a small collection of manuscript pages with ornamental borders as specimens of Persian decorative art, and a number of single-leaf paintings.

The "Catalogue," as a *catalogue raisonné*, contains a description of the manuscripts in detail, arranged from the standpoint of their literary content. Together the codexes represent the works of the greatest Persian classic writers: Firdausi, Nizami, Sadi, Hafiz, and others. The treasure of the whole collection is a manuscript, completed in 1525, of the works of Nizami, the famous romantic poet of Persia. There are five different manuscripts of Firdausi's great epic, the *Shah-namah* or 'Book of Kings'; two of Sadi, poet and moralist, the most popular writer in Persian literature; and one containing all of the five hundred odes of the lyric poet Hafiz, who has been called one of the great lyrists of the world. The oldest manuscript in the collection is a copy in two volumes of the Koran in Arabic, completed in 1427, and transcribed by Tamerlane's grandson, Ibrahim Sultan. The present volume has thirteen full-page facsimiles of different manuscript pages.

In addition to volumes already announced as forthcoming, "The mechanics of law making," by Sir Courtenay Ilbert, Clerk of the House of Commons, is in press. The book, which is made up of the Carpentier Lectures for 1913, is to appear uniform with the other volumes of the already large series of Columbia University Lectures.

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While the membership goal for the new Institute of Arts and Sciences of Columbia University was fixed at one thousand for the first year, there were over one thousand enrolled one week before the opening meeting on October 13, 1913, and the membership passed the twelve hundred mark early in November. In order to determine the sections from which the membership is being drawn, colored pins were placed at the addresses given by the members on a large map of New York City and vicinity. The results showed very clearly that a large majority of the members live within the shadow of the University and also along Riverside Drive and Central Park, West. But, at the same time, it was observed that an astonishing number of enrolments have been received from Yonkers and points further north and also from New Jersey.

It has been found best to use only University auditoriums this year. Thus through the daily visits to the campus of these out-of-school adults, and also through the brief articles in the fortnightly bulletin issued by the Institute, the general public is being brought much more intimately into touch with not only the physical Columbia, but also with the spirit of Columbia and the Columbia officers, over fifty of whom are generously cooperating in taking part in the Institute's program this season.

President Butler delivered the inaugural address before a large audience on the evening of October 13, on the topic "The literature of knowledge and the literature of power."

The Fortnightly Bulletin issued by the Institute has contained the following articles by University officers: "The purpose of the Institute" by President Butler; "The forum of the Institute" by Professor Beard; "An urban university" by Professor Egbert; "The function of music in the Institute's program" by Professor Walter Henry Hall; "Collateral reading" by Dr. Johnston; "Listening, thinking, reading" by Mr. Hicks, assistant librarian; "King's Crown" by Mr. John B. Pine; "Edward MacDowell" by Mr. Leland Hall; "Social legislation" by Dr. Whitin; "The religious spirit at Columbia" by Chaplain Knox; "Columbia University Library" by Mr. Edward R. Smith; "The Deutsches Haus" by Professor Tombo; "The art of remembering" by Dr. Hollingworth; and "Barnard College and its needs" by Dean Gildersleeve. The bulletin is sent to members fortnightly together with the ticket of admission for the next two weeks, which also contains the chronological program for that period.

At the Institute forum held on Tuesday evenings topics of a social and economic nature are being presented, usually by University officers. Opportunity for asking questions is given at the close of the lecture. There is an increasing interest in the forum, and the meetings held thus far clearly indicate the desire for such a forum in this vicinity.

During the first two months, that is, from October 13 to December 13, there were one hundred and twenty meetings of the Institute, with a total attendance of 25,311, and an average attendance of 210.

An important addition to the season's program is a series of lectures by Ex-President Taft. These lectures are under the auspices of the New York Peace Society and the Institute members are permitted to buy tickets at reduced rates. The lectures deal with important international and constitutional questions. The Institute also cooperated

in announcing the lectures by Hon. Dean C. Worcester, Tuesday evenings, December 30 and January 6, and the concert by the Philharmonic Society of New York on Thursday evening, January 29. In this way the Institute members are entitled to tickets at considerably reduced rates, in addition to the numerous other privileges offered free on the membership basis.

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The work that Columbia University is doing for humane education under the Henry Bergh Foundation was outlined in an address given by Professor Samuel McCune Lindsay at the mass meeting held in
Henry Bergh Masonic Hall, Rochester, New York, October 13,
Foundation this being the public meeting of the American Humane Association assembled in its thirty-seventh annual convention.

Professor Lindsay pointed out and described briefly what was the concept which Columbia had of the work that a university could do effectually for humane education. He said in part:

"Universities are not equipped to carry on propaganda such as the Humane Societies are organized to conduct, and it would be a needless duplication of effort for them to do so if they were. They may properly be looked to for effective assistance in humane work mainly in two directions: (1) The preparation of material for the use of teachers, especially teachers of children in the elementary grades of the public schools, in inculcating principles of kind and humane conduct toward animals and toward their fellow human beings; (2) the analysis of the problems, the investigation of conditions, and the collection of materials for the improvement of legislation, which is the chief instrument for enforcing those standards that harmonize with the enlightened and humane sentiment of the time and restrain the atypical and savage propensities which unfortunately survive in a small minority of persons in every community, however civilized or enlightened it may be."

The Foundation has thus far prepared a very complete and satisfactory survey of the humane movement in the United States which was done under the direction of Professor Roswell C. McCrea and published by the Columbia University Press in 1910 in a volume entitled "The humane movement." This volume contains a summary of the history and organization of the humane societies for the prevention of cruelty to both children and animals in the United States, as well as a discussion of existing legislation and of the practical activities of various societies and organizations in dealing with cruelty to both animals and children. A great deal of valuable material is pre-

sented in the twenty-five appendices and two tabular summaries of the state laws for the protection of animals and children. Soon after the publication of Professor McCrea's report, the trustees of the University entrusted to Professor Lindsay, as professor of social legislation, the duty of directing special research in this field, and the publication of the results in a Bulletin of Social Legislation, the first number of which, entitled "The caged man" and presenting a summary of the legislation dealing with the treatment of prisoners in the United States prepared by Dr. E. Stagg Whitin, appeared recently. Professor Lindsay also offers a special course of thirty lectures, given in alternate years to graduate students, under the political science faculty, on the subject of "Humane legislation," which treat of the following topics: The aged poor; the protection of childhood; the treatment of criminals; cruelty to animals; mitigation of the evils of war. Under these topics the course reviews the history of existing legislation, analyzes its problems and discusses methods of improving its form and increasing the efficiency of the enforcement of its standards.

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At the meeting of the trustees held on December 1 honorary degrees were conferred upon the three visiting professors in residence at Columbia during the first half-year, namely Professor Rathgen from Germany, Professor Perrin from France, and Professor Schumpeter from Austria. The degrees were conferred in the presence of the trustees, the University Council, the faculty of political science, and the departments of chemistry, physics and Romance languages.

Professor Rathgen was presented by Professor Seligman, who said:

Mr. President, It has been our good fortune to present to you for several years in succession the claims to preferment in behalf of not a few of the incumbents of foreign chairs of learning. I venture to assert, however, that from the point of view alike of notable achievement in the field of science and of distinguished service to the cause of international good will, few have been more worthy of the honor conferred by the trustees of Columbia University than the eminent scholar whom I have the privilege to present today.

As is frequently the case abroad, his preparation for a distinguished career may be said to have begun before his birth. With a mother who was a daughter of the great Niebuhr, and a father who was president of the Prussian *Generalkommission*, he grew up in an atmosphere of culture and of devotion to public interests. After a five years' study

at the universities, he took his doctor's degree at Strassburg; but before he had time to enter the teaching ranks at home, he was called to the responsible post of professor in the young University of Tokyo, where for eight years he inculcated into the minds of many a Japanese who has since become famous, the fundamental principles of occidental politics and economics. On his return he served as professor, first at Marburg and then at Heidelberg, and when, in 1907, the new Colonial Institute was established at Hamburg, he was elected as the foremost German specialist to fill the chair of economics and of what the Germans aptly call colonial science.

The fruits of his protracted stay in the Orient were a series of profound books on the economic and social condition of Japan which forthwith won their way to fame and which have ever since remained the classic works on the subject. His other publications comprise studies on the commercial policy of the Orient, as well as of Germany and of England; he has also made valuable contributions to the problems of emigration, of cooperation, and of agrarian development. All these have served to maintain the high reputation which he achieved through his earlier works.

In the short stay of two months during which he has worked with us, his solid scholarship and his engaging personality have cooperated to win for him the esteem of his students, the affection of his colleagues, and the friendship of a host of admirers. It is therefore with unaffected pleasure, Mr. President, that I present to you to receive at your hands the degree of doctor of laws, Karl Rathgen, doctor of political science, professor of economics and colonial science at the Kolonial Institut at Hamburg, and Kaiser Wilhelm professor at Columbia University.

In conferring the degree President Butler said:

Karl Rathgen, Kaiser Wilhelm professor for the year 1913-14 in Columbia University—Having seen exceptional service as a teacher of economic and political science in Japan and in Germany; scholar and interpreter of history by right of descent from the great Niebuhr; copious and authoritative writer on problems of colonization, emigration and commerce; one of the first living authorities on colonial history and administration; a chief interpreter of the economic life of Japan—I gladly admit you to the degree of doctor of letters in this University. . . .

Professor Perrin was presented by Professor Alexander Smith in the following words:

Mr. President, Professor Perrin's first investigation dealt with the cathode rays—a mysterious radiation which proceeds from the cathode when a discharge of electricity takes place through a highly rarefied gas. Professor Perrin succeeded in demonstrating that this radiation

was composed of particles of negative electricity projected in straight lines from the cathode. This discovery or demonstration was striking because at that time the cathode rays were generally held by physicists to involve some form of wave motion. The discovery was also of fundamental importance because it afforded a sure basis from which could start the numerous investigations dealing with other phenomena connected with the cathode rays which were then in progress. The discovery was likewise a most fertile one, for it suggested additional investigations. It had, in fact, all the qualities of a classical investigation and marked an epoch in the history of physics. Its importance may be realized when we consider that the phenomena connected more or less directly with the cathode rays now constitute the subject of a large fraction of all the recent developments in the science.

Professor Perrin's next investigation dealt with X-rays. The most important result was the explanation of the mechanism by which X-rays are able to discharge electrified bodies placed in their path.

The subsequent investigations dealt with solutions, and gradually verged towards the study of colloidal solutions and finally of the Brownian movement. This movement is an agitation of minute particles suspended in a liquid or in a gas, and was first observed (1827) by an English botanist called Brown. The movement is due to the impacts of the surrounding molecules of the liquid or gas which, when they strike the suspended particle, drive it about with a jerky movement. The study of this movement enabled Professor Perrin to throw a flood of light upon the masses and other properties of molecules. Incidentally it altered our whole view of these bodies. Previously they were entities devised for the purpose of explaining the behavior of matter. After his investigation they were realities about which much exact information had been acquired. He removed molecules from the region of devices for the explanation of phenomena to the region of actual experimental facts.

Professor Perrin has contributed two valuable books to the literature of physical chemistry and a large number of important scientific papers. His work has been recognized by many of the academies and learned societies of the old world as well as by several of the universities.

In recognition of the highly fundamental and fruitful character of his investigations, and as a mark of our appreciation of the great service which he has rendered to Columbia University and to its departments of physics and chemistry in delivering a most interesting course of lectures in his capacity as visiting French professor, I present to you Jean Perrin, professor of physical chemistry in the University of Paris, that he may receive at your hands the honorary degree of doctor of science.

The degree was conferred by President Butler in the following words:

Jean Perrin, visiting professor from the University of Paris—Working vigorously and with originality in the field of physical chemistry, having already led the way to a marked extension of our knowledge of the dimensions and other properties of molecules and atoms; recipient of many and high honors from the chief scientific societies and academies of Europe; honorary doctor of the University of Berlin—I gladly admit you to the degree of doctor of science in this University. . . .

Professor Schumpeter was presented by Professor Clark, who said:

Mr. President, It is a pleasant personal privilege, as well as an honor, to present for an academic degree one who by official appointment represents Austrian economic thought in America and by his own expository writings has become a chief interpreter of American thought in Austria, in Germany and in other lands. Even these services are not the largest ones which he has rendered. By his original studies he has made a noteworthy contribution to economic science itself, in the newest and most important of its divisions, that, namely, which is commonly designated by the term "economic dynamics."

When political economy is defining its basic concepts and dealing chiefly with terms and definitions, it is doing a necessary preliminary work, but carries a student only to the vestibule of the science. When it enters the realm of causation and identifies the force that controls such phenomena as wages, interest and the values of goods it renders to humanity an immense service, but if it should stop even with this, it would afford a regrettable instance of arrested development, such as there was, at one period, some slight danger of its actually experiencing. When it traces the force that causes change and progress and creates a philosophy of economic evolution—when, in so doing, it allies itself intimately with history and statistics and becomes a guide for statesmen and for the body of citizens in a self-governing state—it renders the largest service it is capable of rendering. In his latest work, "The theory of economic development," Professor Schumpeter has made a study so fruitful as to entitle him to be classed as a pioneer worker in this most important of economic fields. As one eminently worthy of the degree of doctor of literature I present Professor Josef Schumpeter, of the University of Graz, that he may receive this degree at your hands.

In conferring the degree President Butler said:

Josef Schumpeter, visiting Austrian professor for the year 1913-14—Particularly welcome as the first representative of a new and important international undertaking in education; having reached early distinction as a writer on economic theory, and especially influential in bringing the work of American economists to the attention of German and Austrian scholars; a chief expositor of the economic aspects of social change and progress—I gladly admit you to the degree of doctor of letters in this University. . . .

The new exchange professorship with Austria has been inaugurated with every mark of interest and hospitality on the part of the Austrian government, the Austrian universities, and the cultivated public interested in the advance of science and in the encouragement of cordial international relations.

On October 21, 1913, Professor Fullerton delivered his inaugural address in the *Aula* of the University of Vienna (see December QUARTERLY), and with it began courses of lectures which, with the usual interruption of Christmas, were planned to fill the winter semester, ending the beginning of March. The first course of twenty-four lectures on philosophy, covering the period from October to the beginning of December, was delivered to a class of three hundred students of the university. Various efforts were made in the city to have all the courses thrown open to the public, but it is the wish of the university to keep the courses strictly scientific in character, and to incorporate them in the regular work of the institution. Those who attended were earnest students, really anxious to know something about the currents of philosophical thought in America and desirous of learning something about American methods of lecturing. Early in December Professor Fullerton went to the University of Graz and delivered four lectures on certain aspects of higher education in the United States. The audiences more than filled the largest hall at the disposal of the university, for Austrian professors and students are alike interested in the rapid development of the intellectual life in America. In the week following lectures were delivered at the University of Innsbruck on "The constitution and administration of American universities" and on "The American professor." As the university possesses no hall large enough to accommodate those who expressed a wish to attend, the city placed a hall at its disposal. The university showed the keenest interest in the problems which confront those who busy themselves with the higher education in America, and in the freedom with which solutions are proposed and experiments undertaken. After Christmas the work at Vienna began again. As Professor Fullerton is the first exchange professor to the Austrian universities, and as Europeans are, naturally, less intimately acquainted with the background of American science and with the evolution of American universities than cultivated Americans are with the scientific conditions which prevail in Europe, it seemed wise to prepare the way for succeeding exchange professors by discussing the subjects indicated. Accordingly, although lectures were delivered three times a week on contemporary philosophy in Great Britain and

America, one hour a week was reserved for lectures on the American universities. The same strong interest in this theme is observable at Vienna as was manifested at Graz and at Innsbruck. The lectures on the American universities will be published in German in book form.

Outside of the regular university courses a number of lectures were delivered. Thus, a lecture on "American national character" was given before the Austrian Association for International Conciliation, one on "What is new in the new realism" was given at the request of the Philosophical Society of Vienna, which was celebrating the twenty-fifth anniversary of its foundation. The association of Viennese university students, *Germania*, asked for a lecture on "Student life in America." Two philosophical lectures have been promised to the Philosophical Society of Lemberg, where the great Polish university is situated. This society is also celebrating an anniversary, and the philosophical journal published by its chairman, Professor Iwardowski, has shown for years that Lemberg is a center of active interest in American philosophical thought.

The brief experience so far had of the exchange professorship with Austria appears to make it clear that Austrian scholars are as eager for contacts with American science, young, but vigorous and independent, as Americans are for contacts with the older centers of culture. Among the more important of such centers Vienna holds a high rank, and will continue to hold it. Of the hospitality and courtesy of the Austrians to the first American exchange professor it seems almost superfluous to speak. The hospitality of the Austrians is proverbial. It may suffice to say that the round of entertainments was initiated by a university banquet of eighty covers, instituted by the rector of the university, and at which the ministry of education, the American embassy, the four faculties of the university and the Viennese Academy of Sciences were represented. Warm expressions of friendliness towards American science and the American universities were reflected in the toasts. The minister of education and his wife gave, in the banquet hall of the ministry, a breakfast to the American exchange professor and his wife, with a view of bringing together in cordial social relations the ministry, the officers of the university, and the foreign guests. A pleasant feature of the official banquet at the charming little University of Innsbruck was the presentation to the exchange professor, by the several deans, of the members of the four faculties of the university.

The inaugural address of Professor Paul Shorey of the University of Chicago, Theodore Roosevelt professor 1913-1914, was delivered in the old *Aula* of the University of Berlin on the morning of November 1.

Activities of Prince August Wilhelm appeared as the representative of the Emperor, and the United States **Roosevelt Professor** was represented by the Ambassador and the Consul General. Ministerialdirektor Friedrich Schmidt of the *Kultusministerium* was also present, as well as many members of the faculty of the university. The Harvard exchange professor, Archibald Carey Coolidge, delivered his inaugural lecture on the same occasion. The visiting professors were introduced by the rector of the university, Professor M. Planck.

Professor Shorey, in addition to his regular lectures and his seminar at the University of Berlin, has delivered three lectures in German and three in English at Hamburg. He also spoke at the American Thanksgiving Banquet in Berlin.

* * *

Professor John W. Burgess, emeritus professor of political science and formerly dean of the graduate faculties, who was, in 1906-1907, the first incumbent of the Theodore Roosevelt professorship in the University of Berlin, has been appointed by the Austrian

Second Exchange government, on the nomination of the trustees, to be visiting American professor to the Austrian universities for the year 1914-1915. Professor Burgess will be the second visiting American **Professor in Austria** professor to Austria and will follow Professor George S. Fullerton of the department of philosophy.

* * *

The alumni of Teachers College with the approval and support of its trustees celebrated on the twenty-first of February the twenty-fifth anniversary of the foundation of the institution. The school originated

Teachers College partly in the suggestion of Dr. Barnard, then president of Columbia University, more fully in the desire of certain philanthropic friends of education to supply training of a more practical sort for teachers in the elementary schools. Dr. Nicholas Murray Butler was chosen as the head of the new school. Success attended the effort, and in a few years the institution was moved from its location on University Place to what was then a remote portion of the city, Morningside Heights. In 1897, after a period of pioneer growth under President Hervey, Dr. James E. Russell, who

had recently received his doctor's degree from Leipzig, was chosen dean. Shortly thereafter the existing relationship with Columbia University was formed, to the great advantage, it has proven, of both institutions. Since then (1898) the progress of Teachers College has been nothing short of phenomenal. The body of graduate students has developed rapidly, and the subsequent history of the institution has been almost coextensive with the university study of education in America. It is not boasting to say that no other institution in the world even approximates Teachers College as a place for the advanced study of education.

It was this history and this far reaching influence that the alumni and friends celebrated in their recent dinner at the Aldine Club. A reception to Dean and Mrs. Russell and invited guests preceded the dinner and gave happy occasion for the renewing of old ties. More than seven hundred sat down to table. Dr. Frank Rollins, president of the Alumni Association, presided, and Professor Ernest N. Henderson of Adelphi College, Brooklyn, was toastmaster. Among the speakers were Frank P. Graves (Ph.D. 1912), professor of the history of education in the University of Pennsylvania; David Snedden (Ph.D. 1907), Commissioner of Education for the State of Massachusetts; Edward C. Elliott (Ph.D. 1905), professor of educational administration in the University of Wisconsin; Miss Lida B. Earhart (Ph.D. 1908), of the New York public school system; and Pingwen Kuo (A.M. 1912), student at the College and member of a Chinese commission to study foreign schools. All discussed in one phase or another the contribution that Teachers College has made to educational theory and practice. To the words of the alumni Mr. Macy, president of the board of trustees, and Dean Russell responded, the former announcing Dr. Snedden as the first Alumni trustee; the latter telling of plans for yet further growth. The occasion and the gathering were the most notable yet seen in the history of Teachers College.

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An event of greater significance than its twenty-fifth anniversary is the advancement to a graduate basis of the School of Education of Teachers College. This change accords with the present movement in **School of Education** all phases of professional education and also with **on Graduate Basis** similar changes in others of our own professional faculties. With the consent of the trustees and of the University Council, the faculty of Teachers College after long discussion has de-

cided to limit its work of education in the general field to graduate grade.

After July, 1914, the undergraduate work in fine arts, household arts, industrial arts, music and physical education, hitherto given under the School of Education, will be transferred to the School of Practical Arts. The general undergraduate courses in history, philosophy and psychology of education, required for admission to graduate work, will be offered in Columbia and Barnard Colleges as well as in the School of Practical Arts. An exception is made in the case of two departments, those of elementary and of kindergarten education. To these graduates of approved normal or training schools who have had at least two years' experience in teaching will be admitted upon the approval of instructors. In all other departments the usual conditions for admission to graduate work will obtain. Students admitted to follow the advanced professional work in the fields of elementary and kindergarten education on the basis of previous professional training and experience, but who do not meet the academic requirements for admission on a graduate basis, are not permitted to specialize in other departments until they have demonstrated their ability to do the work assigned, though they have the usual privilege of electing courses in the Schools of Education and of Practical Arts and of other departments of the University, subject to the customary restrictions.

This one exception in transferring all work to a graduate basis is made because it is the aim of Teachers College to suit both the requirements for admission and of graduation to the actual conditions which prevail in American education. The policy of Teachers College is to adapt its work to the needs of students in training for positions of leadership in the educational field. It follows, therefore, that the requirements for admission should emphasize maturity, experience in teaching, and academic scholarship appropriate to the subject or department in which the student intends to specialize. The actual requirements in these several lines vary according to the provisions made in state and municipal institutions for the training of teachers and according to the needs of professional leadership in the administration of schools and school systems. Some positions demand more practical experience in teaching and school management, while others require more academic training.

There are other conditions justifying this change. Teachers College has been a pioneer in standardizing the professional training of teachers in this country and in blocking out entire portions of this work. Fol-

lowing its lead and in very many instances under direction of its graduates many colleges and universities of the country have developed similar schools or departments of education. The normal schools supply the rank and file of teachers of the common schools; the state universities, through their departments of education, are equipping the rank and file of the teachers of the secondary school. There remains, however, the preparation of the supervisors and administrators in these fields and the equipping of the teaching staffs of all these professional faculties. It is to these fields, then, that Teachers College prepares to confine itself by leading the way rather than by competition with those less well equipped in some respects, but better situated and more closely in touch with their local fields.

The limitations on the material equipment of the College is another consideration. In successive periods of expansion, various groups of students have had to be eliminated to make room for those better prepared, first the great number of special students, then the extension students, then the technical students transferred to the recently organized School of Practical Arts, and now the undergraduate students. This limitation of numbers standardizes the student body, unifies and improves the quality of instruction, removes the opposition of colleges of the country since only their graduates are now attracted, and makes it possible to center the attention of the administration and the efforts of the faculty on crucial rather than routine problems of present day education.

* * *

The fifth annual meeting of the American Academy of Arts and Letters and of the National Institute of Arts and Letters was held in Chicago on November 14 and 15. In the absence of the president of the Academy, Mr. William Dean Howells, the chancellor, Professor William M. Sloane presided over the first of the two joint sessions, and at the second the chair was taken by the president of the Institute, Professor Brander Matthews. At the banquet in Blackstone Hall of the Art Institute of Chicago, tendered to the visiting members of the Academy and the Institute, Professor Sloane spoke for the former and Professor Brander Matthews for the latter. President Butler, who had been invited as a member of the Academy to prepare a paper, was compelled to withdraw almost at the last moment, and Professor W. P. Trent, a member of the Institute, was also unable to be present. At the regular annual

meeting of the Institute on the evening of November 14, Professor Brander Matthews was elected president for a second term; Professor Sloane also continued in office as chancellor of the Academy. Among the seven new members elected to the Institute at this meeting was Professor Ashley H. Thorndike. The reception of the Academy and the Institute in Chicago was very cordial, and Fullerton Hall in the Art Institute was crowded at both of the joint sessions.

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The third annual commemoration service in memory of all those who during their life added to the honor of Columbia, was held in St. Paul's Chapel on Sunday, December 7. Although the day was unfavorable, the service was attended by a large and representative number, including members of the board of trustees, the faculty, student organizations, and the families that had been bereaved during the past year. Professor Cassius J. Keyser delivered the address on "The significance of death," which is printed elsewhere in this issue of the *QUARTERLY*. Once more in this way expression was given to our sense of fellowship with the company of those who have gone before and inspiration gained from their lives and achievements.

The list of preachers for the Sunday afternoon services of the second term is as follows: January 11, Rev. Raymond C. Knox, B.D., chaplain of Columbia University; January 18, Rev. Walton W. Battershall, D.D., rector emeritus of St. Peter's Church, Albany; January 25, Very Rev. Wilford L. Robbins, D.D., dean of the General Theological Seminary; February 1, Chaplain Knox; February 8, Rev. Robert Davis, M.A., minister of the First Presbyterian Church, Englewood, N. J.; February 15, Rev. James M. Buckley, D.D., former editor of the *Christian Advocate*; February 22, Professor Charles Foster Kent, Ph.D., Yale University; March 1, Rev. Henry Sloane Coffin, D.D., minister of the Madison Avenue Presbyterian Church; March 8, Rev. William Norman Guthrie, rector of St. Mark's in-the-Bouwerie; March 15, Chaplain Knox; March 22, Chaplain Knox; March 29, Dickinson S. Miller, Ph.D., professor of philosophy in Columbia University; April 5, Chaplain Knox; April 12, Rev. C. Sylvester Horne, M.P., minister of Whitefields Church, London; April 19, Rev. O. P. Gifford, D.D., minister of the First Baptist Church, Brookline, Mass.; April 26, Chaplain Knox; May 3, Chaplain Knox; May 10, Rev. Alexander Mann, D.D., rector of Trinity Church, Boston, Mass.; May 17, Rev. H.

Percy Silver, chaplain of the United States Military Academy; May 24, Chaplain Knox; May 31, Baccalaureate Service.

On December 30 the annual conference of collegiate and preparatory school teachers of the Bible was held in Earl Hall. The subject for discussion was, "The place of Biblical instruction in the religious education of students."

Columbia University was represented by thirty delegates at the Student Volunteer Convention held in Kansas City during the Christmas holidays.

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The State Education Department recently gave out statistics regarding the awards of the new state scholarships. Under the provisions of the law passed last May, when seven hundred and fifty scholarships of **State Scholars** at one hundred dollars each were established, students **Columbia** may select any approved college in the state of New York and the stipend is paid on their tuition. The number of freshmen received in this manner by each of the colleges is as follows:

Columbia 167, Cornell 149, Syracuse 106, Normal College of the City of New York 51, New York State Normal College 49, College of the City of New York 31, New York University 25, Vassar 24, Union 20, University of Rochester 20, Colgate 14, St. Lawrence University 14, Elmira College 11, Polytechnic Institute of Brooklyn 11, Hobart 9, Rensselaer Polytechnic Institute 9, Wells College 9, College of Mt. St. Vincent 6, Alfred University 5, Thomas S. Clarkson Memorial College of Technology 4, Hamilton 4, College of New Rochelle 3, St. Francis College 2.

Of the 167 state scholars at the University, 85 are from New York County, 32 from Kings, 13 from Westchester, 9 from Queens, 5 from Suffolk, 4 each from Erie and Richmond counties, 3 each from Nassau and Rockland counties, and one each from Albany, Dutchess, Herkimer, Jefferson, Orange, Rensselaer, Schoharie, Ulster, and Washington counties.

Seventy-six of the 167 are women. Of those who have registered, 69 are in Barnard College, 56 in Columbia College, 30 in the Schools of Engineering, 6 in Teachers College, and 1 in the School of Journalism. Five have not presented themselves for admission.

* * *

Announcement was made early in December that Livingston Far-
rand, professor of anthropology at the University, had been elected by

the trustees of the University of Colorado to succeed President James President Farrand H. Baker, resigned. Dr. Farrand graduated from of the University Princeton College in 1888 and from the College of of Colorado Physicians and Surgeons in 1891. The next two years he spent abroad, studying at Cambridge and Berlin and coming from there to Columbia. He was instructor in psychology from 1893 to 1901 and adjunct professor from 1901 until 1903, when he became full professor. During the past nine years Professor Farrand has been executive secretary of The National Association for the Study and Prevention of Tuberculosis, editor of the *American Journal of Public Health*, member of the board of trustees and chairman of the Bureau of Public Health of the New York Association for Improving the Condition of the Poor, member of the Committee on the Prevention of Tuberculosis of the New York State Charities Aid Association, member of the Committee on the Prevention of Tuberculosis of the New York Charity Organization Society, member of the Central Council of Health, member of the board of trustees of the American Society for the Control of Cancer, treasurer of the American Public Health Association, and member of numerous scientific societies.

Professor Farrand's appointment took effect January 1, 1914, and he has already entered upon his new duties.

Professor Farrand is the fourth member of the Columbia faculty since 1905 to assume the leadership of a large institution. In that year Professor Robert S. Woodward, who had been dean of the School of Pure Science since 1895, resigned to accept the presidency of the Carnegie Institution of Washington, D. C. In 1909 Dr. Richard C. MacLaurin, professor of mathematics and physics at the University since 1907, was elected president of the Massachusetts Institute of Technology. In the same year Dr. Ernest Fox Nichols, professor of experimental physics since 1903, resigned to become president of Dartmouth College.

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The literally stupendous change in the relations between the University and the public, which has been brought about since the reorganization of 1890 and the prosecution of the policies of expansion and new activity then formulated, is amply demonstrated by Gifts since 1890 the following statement of gifts made in money alone, since 1890, to the several corporations included in the University. It will be remembered that the years 1890-1901 covered the epoch-making administration of President Low.

1890-1901	\$ 5,459,902.82
1901-11	16,468,448.74
1911-12	2,242,417.58
1912-13	1,605,935.33
Total	<u>\$25,776,704.47</u>

A summary of the gifts in money received during the past year by the several corporations included in the University is as follows:

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
For general endowment ...	\$67,642.86	\$5,000.00	—	—	\$72,642.86
For special funds	550,222.81	139,572.76	\$1,115.00	—	690,910.57
For buildings and grounds.	337,475.07	14,936.25	—	—	352,411.32
For immediate use	466,463.43	2,367.50	21,139.65	—	489,970.58
	<u>\$1,421,804.17</u>	<u>\$161,876.51</u>	<u>\$22,254.65</u>	<u>—</u>	<u>\$1,605,935.33</u>

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The following report of the committee on admissions was submitted to the faculty of Columbia College shortly after the opening of the academic year:

	1910	1911	1912	1913
Total freshmen admitted from secondary schools.	226	215	215	250
Total number admitted from other colleges.....	81	66	110	78
Total non-matriculated students admitted.....	18	12	21	10
	<u>325</u>	<u>293</u>	<u>346</u>	<u>338</u>

	New Students Registered	1910	1911	1912	1913
Freshmen registered		193	180	193	248
New students registered in other classes.....		62	49	82	57
Non-matriculated students		18	12	21	10
Total new students registered		<u>273</u>	<u>241</u>	<u>296</u>	<u>315</u>

* * *

The Columbia University Festival Chorus, which is made up of the University Chorus, the Brooklyn Oratorio Society, and the Yonkers Choral Society, gave in Carnegie Hall, New York, on December 17, a rendition of Handel's Messiah. The Chorus of three hundred and fifty voices under the direction of Professor Walter Henry Hall was assisted by an orchestra of sixty professional players and a solo quartet consisting of Mme. Jeanne Jomelli, soprano, Mme. Rost-Why, contralto, Orville Harrold, tenor, and William Hinshaw, bass. The conductor proved his familiarity with

the score in an interpretation the reverse of perfunctory. The chorus sang with freshness, vigor and enthusiasm.

* * *

At the December meeting of the trustees the statutes of the University were amended by changing the title of the consulting engineer to that of comptroller and by adding to his present duties that of rendering such service in connection with the financial administration of the University, subject to the authority of the treasurer, as the trustees may from time to time determine and require. Dean Goetze, who thus becomes the comptroller of the University, will henceforth render service not only under the jurisdiction of the committee on buildings and grounds, but also under the jurisdiction of the committee on finance.

MISCELLANEOUS NOTES

On December 13 a few friends and colleagues of Professor Adolphe Cohn held a dinner in honor of his appointment by the government of the French Republic as *Officier de la Légion d'Honneur*. The speakers were Professors Henry A. Todd, Charles A. Downer, Henry Bargy, Auguste George, Jean Perrin, Mr. T. Tileston Wells and Mr. L. G. Lambert. Frederic R. Coudert Presided.

On January 3 the Metropolitan Opera House was crowded to capacity by friends of Barnard College for the special performance of "Madama Butterfly," which was given for the benefit of the Barnard quarter century building fund. The box office receipts were about thirteen thousand dollars.

On December 16 Professor A. D. F. Hamlin of the School of Architecture delivered an illustrated lecture under the auspices of the Municipal Art Society of Baltimore at McCoy Hall on "The towers of the old and new world." After the lecture the society gave a reception in his honor.

Professor Samuel T. Dutton, a member of the international commission which was appointed to investigate the Balkan War, addressed the American Academy of Political Science at Philadelphia on December 13.

Professor Franklin T. Baker was elected president of the National Council of Teachers of English at a meeting held in Chicago on November 29.

The University was represented at Albany at the inauguration of Dr. Finley as State Commissioner of Education on January 2 by President Butler, Seth Low and Dean Keppel.

Professor E. B. Wilson presided over the meeting of the American Association for the Advancement of Science during Convocation Week.

Professor George E. Brewer has been elected president of the Clinical Congress of Surgeons of North America.

Professor R. Burton-Opitz has been elected president of the honorary medical society, Alpha Omega Alpha.

Dean Keppel spoke on December 14 before the students of the Tome School at Port Deposit, Maryland.

Professor Whitaker has been elected president of the American Institute of Chemical Engineers.

THE LIBRARY

The resignation of Dr. Johnston as librarian of the University, to take charge of the public libraries in St. Paul, presents an opportunity for a review of his administration and of the progress of the library during the past four years. There has been no increase in the general funds for the purchase of books during this period, but in other respects noteworthy progress has been made. While the University enrolment has been doubling, the use of the library of the University has quadrupled, reaching last year almost the million mark.

A notable event in Dr. Johnston's administration was the establishment in 1912 of the department libraries. Previously these collections were neither well selected nor well cared for. With the removal of the schools of law, political science, and philosophy from the library building and with the development of the schools of pure science and applied science, it became necessary to provide for better department library service. The appointment of expert department librarians made this possible. As a result the use of books in the department libraries now exceeds that in the general library.

The administration has been marked also by the establishment of closer relations with other libraries in New York City, particularly the Public Library. It has been the aim of Dr. Johnston to bring about a freer interchange of books between the two great libraries of the city and in this he has had a considerable measure of success. He also advocated the establishment of a branch of the Public Library in the immediate vicinity of the University. Such a branch has actually been promised by the Public Library authorities. Besides striving for the



THE AVERY LIBRARY

full utilization of present resources, the library administration has had in view a large increase in these resources. The relations with affiliated scientific institutions such as the American Museum of Natural History and the Metropolitan Museum of Art have therefore been made much closer. To carry out this plan the librarian of the American Museum of Natural History has been made honorary curator of the natural science libraries of the University. Closer relations have been established also between the general University library and the several departments of instruction with a view to a wider distribution of the publications of departments and to the securing of material in exchange for them.

The library administration has been successful not only in the establishment of better relations with other institutions and in securing larger collections for the use of members of the University, but also in the improvement of the reading-room service. The general reading-room is now widely known as one of the best equipped reading-rooms in the country, while the new reading-rooms in the School of Journalism library are recognized as model department library reading-rooms. Partly with a view to securing more complete and more accurate descriptions of the contents of the libraries of the University and partly with a view to utilizing the work done in other libraries, better and more economical methods of cataloguing have been introduced. The establishment of a union catalogue in the library is in itself an important event in the history of the University, because by means of it the members of the University are made acquainted not only with the resources of the National Library, but also with those of the other most notable collections in the country.

The establishment of the library bindery should be noticed. This makes possible a higher grade of work at less cost. It also makes possible the use of books while they are in the process of binding, thus avoiding the long and vexatious delays incident to sending books away from the library for binding. The publications of the University library have become known outside University circles. In 1909 the library began to issue the University bibliography as a separate publication. Among monographic publications the most notable has been the contribution to a bibliography of Henry Bergson, published during the current year. Mention must also be made of Dr. Johnston's interest in the collection of material illustrative of the University. The collection of *Columbiana*, now for the first time in the history of the University established in quarters of its own, is rapidly approaching a gratifying degree of completeness.

Recent interesting gifts to the library not already noticed in the *QUARTERLY* are additions to the Samuel Johnson Papers, supplementing the large collection which was acquired two years ago; and an interesting manuscript sermon, dated September 10, 1797, by the Rev. John M. Mason, who was Provost of Columbia College from 1811 to 1816. It was presented to the library by his great grandson, John Mason Knox ('72 Law).—By the will of Mrs. Mary E. Wilde, Columbia University was the recipient of about eight hundred books and pamphlets, selected from the Wilde library located at Montclair, New Jersey.

On November 29 the second Conference of Eastern College Librarians was held at Columbia University. The morning session was presided over by Dr. Johnston, librarian of the University, and was addressed by the provost, Professor W. H. Carpenter.

Mr. F. C. Hicks, assistant librarian, has recently issued a book entitled "Aids to the study and use of law books."

From November 28 to December 10 the Guild of Book Workers held an exhibition of book binding in the University Library Exhibition Room. Many beautiful and artistic bindings by amateur and professional workers were on exhibition. From December 18, 1913, to January 30, 1914, there were on exhibition a series of manuscripts and text-books illustrating the history of the teaching of the classics from the twelfth to the nineteenth century. These rare books and manuscripts were loaned by Mr. George A. Plimpton, treasurer of the board of trustees of Barnard College. The annual exhibition of the Association of American Etchers was held in the Library during the summer session of 1913. One hundred etchings by noted modern artists were on view. An artistic illustrated catalogue was given to each of the many visitors to the exhibition. This was the first exhibition provided for the benefit of the summer session and it was highly appreciated by the students. An exhibition of lithographs and etchings of Grecian Temples, by Joseph Pennell, was held in the Avery Library from January fifth to seventeenth.

DEPARTMENT OF ANATOMY

The annual meeting of the Association of American Anatomists held at Philadelphia December 29, 30, 31, 1913, was attended by Doctors Huntington, Schulte, Miller, Tilney, Strong and Brown of this department, and Mr. Randolph West, student of the first year of the medical school. Six papers were read and six demonstrations were given as

follows: George S. Huntington—The genetic relations of the lymphatic and haemal vascular channels in the embryos of amniotes; H. von W. Schulte—Early stages of vasculo-genesis in the cat (*Felis domestica*) with especial reference to the mesenchymal theory of endothelium; A. M. Miller—Experiments on the development of blood vessels in the blastoderm of the chick; Randolph West—The development of the caudal lymph heart in the chick; O. S. Strong—A case of hemocerebellar atrophy; Frederick Tilney—The morphology and development of the floor of the diencephalon in mammals.

DEPARTMENT OF CHEMISTRY

The classes in food chemistry and organic analysis are this year unusually large, due to the increasing extent to which these branches are elected by graduate students as well as to the growing numbers in **Food and Sanitary Chemistry** the course in chemical engineering. The newly established courses in sanitary analysis given by Mr. Buswell have also been elected by more students than can be handled comfortably with the limited equipment at present available. The department is providing further equipment, especially for the microscopic work involved in this branch of analysis.

Research on several problems is also in progress. Mr. Thomas is continuing his investigation of the conditions of action of the amylases, with special reference to the relation of the concentration of hydrogen ion to the activity of these enzymes. Mr. Buswell has completed and presented to the recent International Congress on School Hygiene a study of the comparative efficiency of hypochlorite and liquid chlorine in maintaining the sanitary condition of the swimming pool, and is also investigating the influence of water softened by different methods upon the activity of certain digestive ferments. Mr. Punnett is studying the products of the action of amylases upon starch. The Carnegie Institution of Washington has designated Professor Sherman as one of its research associates for 1914 with allowance for a research assistantship, which will be filled as heretofore by Miss Schlesinger, whose work will be directed especially to the problems connected with the purification of amylases and study of their chemical nature. Three papers giving the results of work of this character accomplished in the laboratory during the past year were published in the *Journal of the American Chemical Society* in the autumn. With the cooperation of Miss MacLeod, instructor in chemistry in Pratt Institute and graduate student in

this department, the study of the balance of acid-forming and base-forming elements in foods is also being continued.

In September Mr. Thomas and Mr. Punnett attended the annual meeting of the American Chemical Society at Rochester and visited many of the important establishments in that locality. Through the courtesy of Messrs. Curtice Brothers they were enabled to take a very complete series of photographs showing the processes involved in fruit preservation and ketchup manufacture. These photographs will be reproduced as lantern slides and used as illustrative material in teaching the industrial and sanitary phases of food chemistry.

At the recent meeting of the American Chemical Society in Rochester, Professor Bogert was reelected an associate editor of the *Journal* of the Society. He was also recently reelected a director of the Society. On December 2 he lectured before the **Organic Chemistry** Men's Club of the Hamilton Grange Reformed Church, New York, on "Rome, the eternal city, and its catacombs."

DEPARTMENT OF CIVIL ENGINEERING

Professor Arthur H. Blanchard delivered an illustrated lecture on "Modern developments in highway engineering" before the Drexel Institute of Philadelphia on December 6.

The non-resident lecturers in the graduate course in highway engineering at Columbia University appointed for the 1913-1914 session are as follows: John A. Bensel, New York state engineer; William H. Connell, chief, Bureau of Highways and Street Cleaning, Philadelphia; C. A. Crane, secretary, The General Contractors Association; W. W. Crosby, chief engineer, Maryland Geological and Economic Survey, and consulting engineer; Charles Henry Davis, president, National Highways Association; John H. Delaney, commissioner, New York State Department of Efficiency and Economy; A. W. Dow, chemical and consulting paving engineer; H. W. Durham, chief engineer of highways, Borough of Manhattan, New York City; C. N. Forrest, chief chemist, New York Testing Laboratory; Walter H. Fulweiler, chief chemist, United Gas Improvement Company; Frank B. Gilbreth, consulting engineer; George P. Hemstreet, superintendent, The Hastings Pavement Company; Samuel Hill, president, American Road Builders' Association; D. L. Hough, president, The United Engineering and Contracting Company; J. W. Howard, consulting engineer; Arthur N. Johnson, state highway engineer of Illinois; William H. Kershaw, manager, Paving and Roads Division, The Texas Company; Nelson P.

Lewis, chief engineer, Board of Estimate and Apportionment, New York City; Harold Parker, first vice-president, Hassam Paving Company; Paul D. Sargent, chief engineer, Maine State Highway Commission; Philip P. Sharples, chief chemist, Barrett Manufacturing Company; Francis P. Smith, chemical and consulting paving engineer; Albert Sommer, consulting chemist; George W. Tillson, consulting engineer to the president of the Borough of Brooklyn, New York City.

DEPARTMENT OF CLASSICAL PHILOLOGY

On October 25 Professor Knapp addressed the Classical Club, of Washington, D. C., on "Roman business life, especially as seen in Horace"; and on December 25 he lectured at the Boston Museum of Fine Arts on "The Roman theater." On December 5, Professor Young lectured on "Greek costume," before the Classical Club of the Normal College. During the Christmas vacation Professors Knapp, Lockwood, McCrea, Moore and Van Hook were present at the meeting of the American Philological Association at Harvard; and Professors Egbert, Knapp and Wheeler attended the meeting of the Archæological Institute at Montreal. Professor Moore was reelected secretary and treasurer of the Philological Association, and Professor Knapp was re-elected a member of its executive committee.

Papers were presented by members or former students of the department, at the meeting of the Philological Association, as follows: Professor Lockwood—The plot of the *Querolus* and the folk-tale of unsuspected treasure; Professor Moore—Notes on Tacitus; Professor Sturtevant—The genitive and dative singular of the Latin pronominal declension; Professor Macurdy of Vassar College—A note on the epithets of Artemis in Bacchylides, X, 38 f. and V. 98 f.; The water-gods and Aeneas in *Iliad*, XX–XXI; Miss Saunders of Vassar College—The site of dramatic performances at Rome in the time of Plautus and Terence.

At the request of the president of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, Professor McCrea organized and presided at the Round Table Conference in Latin at the twenty-seventh annual convention of the Association in Albany on November 28 and 29. The topic chosen for discussion was "Ways in which the Latin reading of the high school course may be brought into vital relation to the life of today."

Professor Hirst's dissertation, "The cults of Olbia," has recently been translated into Russian.

DEPARTMENT OF ECONOMICS

Professor Seligman presided at the meeting of the National Tax Association at Buffalo in October and was reelected president for the ensuing year. He has become a member of the industrial economics department of the National Civic Federation which purposes a national survey of industrial and social progress, and is chairman of one of its committees.—Professor John B. Clark has been made chairman of the executive committee of the New York Peace Society. He was also a member of the committee of the National Civic Federation which was concerned with “A bill for the control of trusts.”—Professor Seager was reelected president of the American Association for Labor Legislation at the Washington meeting during the Christmas holidays. He held this position during 1911 and 1912. On January 10 he addressed the Harvard Engineers’ Club on the subject of the New York compensation act passed on December 12.—Professor Mitchell’s book, “Business cycles,” has been published by the University of California Press as a large quarto volume of six hundred pages.—At a recent meeting of the joint seminars in economics and political science of the University of Pennsylvania, Professor Chaddock delivered an address on “The service of statistics to the social sciences.”

An Undergraduate Economics Club has been formed under the direction of Professor Agger.

At the Christmas meeting of the American Economic Association at Minneapolis Columbia was represented by our exchange professors, Karl Rathgen and Josef Schumpeter. The American Economic Association appointed a committee of three to investigate the general question of academic freedom in American universities and to cooperate with similar committees which were subsequently appointed by the American Sociological Society and the American Political Science Association. Professor Seligman has been asked to take the chairmanship of the committee.

The Series in History, Economics and Public Law, under the editorship of Professor Seligman, has completed a very prosperous year. There are now 141 volumes and last year the net receipts from sales, including several complete sets, amounted to over \$5,500. The Series has in prospect some rather elaborate publication plans.

The Honorable Herbert Samuel, Postmaster General of England, paid Columbia a visit during his recent sojourn. He was so much interested in the seminar room in economics, which contains a fine collection of portraits of notable economists, that he expressed a desire

to be permitted to add to the collection. He has since sent from England a fine portrait of his predecessor, Postmaster General Fawcett, the celebrated economist, and also a portrait of Lord Durham. He also sent an interesting map of New England during the Revolution, which will be hung in the history reading-room.

Mr. A. E. Suffern, assistant in economics, has received the first (\$1,000) Hart, Schaffner & Marx prize for his doctor's dissertation on "Conciliation and arbitration in the anthracite coal industry." Dr. B. M. Anderson, Jr., then of the department of economics, received the second prize for his doctor's dissertation on "Social value" two years ago. Dr. R. G. Blakey would have received the first prize for his doctor's dissertation on "The United States beet-sugar industry and the tariff" last year, had it not been prematurely printed just before the award was announced.

DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE

The following members of the department were present at the thirty-first annual meeting of the Modern Language Association: Professors Thorndike, Lawrence, Ayres, Erskine, Cunliffe, and Dr. Dana. Among the papers presented were: "The history of the *Letters of Abelard and Heloise*," by Dr. Charlotte E. Morgan; "A twelfth century vision of the other world," by Dr. H. W. L. Dana; "Notes on the discussion concerning true nobility," by Professor Harry Morgan Ayres (read by title).

DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

Professor Calvin Thomas was one of the speakers at a recent luncheon given at the Lawyers' Club, New York, by the University of Michigan Club in honor of Henry Wade Rogers, dean of the Yale Law School, who has been appointed a United States Circuit Court Judge by President Wilson.—Professor Tombo delivered a course of four lectures on "Masterpieces of German literature" under the auspices of the Columbia Institute of Arts and Sciences in November and December, which he repeated at Public School 65 in January. On December 27 he spoke to the City College Club on "Goethe's *Faust*, with special reference to the second part." On January 2 he lectured under the auspices of the Deutscher Verein of Montclair, on January 7 of the Allgemeiner Deutscher Sprachverein of Newark, and on January 11 of the Brooklyn Civic Forum. On January 21 he lectured at Franklin and

Marshall College and on the following day before the Academy of Science and Art in Pittsburgh. During the mid-year examination period he visited a number of southern cities in the interests of the Germanistic Society of America for the purpose of arousing an interest in the dissemination of German culture in the south. The cities visited were Austin, Galveston, Houston and San Antonio, Texas, New Orleans, La., Atlanta and Savannah, Ga., Charleston, S. C., Richmond, Va., and Washington, D. C.

Professor Bagster-Collins read a paper on "Choice and treatment of reading in the modern language course" at a meeting of the Pennsylvania State Educational Association held at Pittsburgh on December 30.—Professor Hervey lectured before the Deutscher Verein of Wesleyan University on "Schillers Freiheitsideal" on November 15. He was a delegate to the twenty-seventh annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held at Albany, November 28–29, where he read a paper before the Modern Language Round Table Conference on "How to test a practical command of French and German." He was appointed chairman of the committee to consider modifications in the examination in French and German of candidates for admission to college. He attended the annual meeting of the Modern Language Association at Cambridge, December 29–31.—Professor Remy has delivered the following lectures: "Lohengrin," before the members of the D'Youville Circle at Ottawa, November 30; "Influence of the college on civic life," at a dinner given at the Waldorf-Astoria by the Corrigan Council, Knights of Columbus, to Mayor-elect Mitchel, December 16; "Wagner's ideals," at a dinner of the Principals' Club at the Hotel Plaza, December 20; "The Wagnerian music-drama," a series of four lectures for the Institute of Arts and Sciences, Columbia University, January 5, 12, 19, 26; "Entstehung einer Schriftsprache," before the Lehrerverein of New York, December 6. He read a paper, by title, at the meeting of the Modern Language Association on "A note on the Tannhäuser legend."

Professor Heuser was one of the representatives of the University at the meeting of the Association of College and Preparatory Schools of the Eastern States and Maryland, held at Albany, November 29, where he read a paper on "Examination papers in German."—Dr. Porterfield attended the meeting of the Modern Language Association at Cambridge, where he read a paper, by title, on "Poets as heroes of epic and dramatic works in German literature." He lectured before the Insti-

tute of Arts and Sciences on January 9 on "Some German lyrics frequently set to music."

DEPARTMENT OF HISTORY

The American Historical Association held its annual meetings at Charleston, S. C., December 29-31. The following members of the history department of Columbia attended: Professors Dunning, Johnson, Sloane, Shotwell, Hayes, Dr. Humphrey, and Mr. Hill. Professor Dunning, as president of the Association, delivered an address on "Truth in history," which is printed in the January number of the *American Historical Review*. Professor Shotwell was chairman of the conference on modern social history. Professor Hayes read a paper at the conference in modern English history. During the meetings at Charleston, about twenty of Professor Dunning's former graduate students gave a dinner in his honor. At this enjoyable affair, it was announced that as an evidence of the esteem in which Professor Dunning is held by his former students from the south, they purpose publishing during the year under the editorship of Professor J. W. Garner, of the University of Illinois, a volume of essays and studies dealing with various phases of southern history. This volume will be dedicated to Professor Dunning as a testimonial of the stimulus he has given to southern scholars to carry forward the work of historical research in the field in which he has labored so long and so well.

During December Professor Hayes delivered a series of four lectures before the students of the Paterson, N. J., High School, on "Recent American history."—Mr. Fox delivered in January an address at the Waldorf-Astoria Hotel at the invitation of the National Society of Patriotic Women. His subject was "Who wants the idle immigrant?"

There has recently been formed at Columbia a history guild. Its membership consists of Professors Hayes and Schuyler, Dr. Humphrey, Messrs. Kendrick and Fox, of the history department, and Messrs. Moon, Phillips, Washburn, Pierson, and Cahall, graduate fellows and scholars in history. The objects of the guild are twofold: first, to promote social fellowship among the members; and second, to provide mutual assistance in keeping track of the nature and quality of current publications in the field of history. The meetings are monthly and are held at the residences of the various members.

SCHOOL OF JOURNALISM

The director (Professor Talcott Williams) and the associate director (Professor J. W. Cunliffe) attended the conference of Teachers of Journalism held at the University of Wisconsin, Madison, at Thanksgiving and presented papers. Dr. Williams was elected president of the Conference, which is to meet next time in New York City. He represented the University at the Seventh Quadrennial Convention of the Student Volunteer Movement at Kansas City, Mo., December 31 to January 4, and delivered an address on "Universal peace," at the Roman Catholic Pro-Cathedral, at Minneapolis, Sunday evening, November 30.—Professor Cunliffe read a paper at the annual meeting of the New York State Teachers Association at Syracuse on "The journalist's responsibility" just before Thanksgiving and attended the meeting of the National Council of Teachers of English held in Chicago the same week. The end of December he was present at the annual meeting of the Modern Language Association at Boston and submitted a report of the Committee for the Reproduction of Early Texts, of which he is chairman. In volume ii of "Representative English comedies" just published by the Macmillan Company under the general editorship of Professor C. M. Gayley, Professor Cunliffe is responsible for the editing of "Eastward Ho" by Chapman, Jonson, and Marston, and for the critical essay prefixed to the play.

DEPARTMENT OF MATHEMATICS

Among the papers presented at the annual meeting of the American Mathematical Society, held at Columbia University December 30–31, were the following: "The classification of conformal transformations," by Professor Kasner; "Conformal invariants of orthogonal curve nets," by Dr. Reddick; and "A complete characterization of dynamical trajectories in n -space," by Mr. Kells, a graduate student. Professor D. E. Smith was reelected librarian, and Professor Cole was reelected secretary and member of the committee of publication of the Society. The library of the Society, which is deposited in the Columbia University Library, has increased to nearly five thousand volumes. The January number of the *Transactions of the American Mathematical Society* contains an article by Professor Fite on "Some theorems concerning groups whose orders are powers of a prime." An article by Dr. Fischer, entitled "A generalization of Volterra's derivative of a function of a curve," is contained in the October number of the



ENTRANCE HALL OF JOURNALISM



THE CITY ROOM

American Journal of Mathematics. On January 17 Professor Kasner addressed the Princeton Mathematical Club on "The geometry of divergent series." On January 30 Professor Keyser delivered an address on "The human worth of rigorous thinking" before the New York section of the Association of the Teachers of Mathematics of the Middle States and Maryland, and at the same meeting Professor Hawkes gave an address on "How can we teach our pupils in geometry to think?" Professor Hawkes was recently elected vice-president of this association.

DEPARTMENT OF METALLURGY

The summer field work for the year 1913, in the department of metallurgy, consisted of visits to various metallurgical plants around New York. In making these visits the students were accompanied by one of the professors of the department. The class inspected the works of the Nichols Chemical Co., at Laurel Hill, L. I., where they were shown the sampling, smelting, converting and copper casting operations. The class then went to Newark, where the works of the Balbach Smelting & Refining Co. were seen. After this the men spent two days at Chrome, N. J., in the enormous electrolytic refinery of the U. S. Metals Refining Co., where electrolytic refining on the largest kind of a scale was seen and the practical points in connection with the operation observed by the students. A most interesting visit was paid to the Crucible Steel Co.'s plant at Newark, where the new installation of an open hearth steel furnace and an electric furnace for superrefining was carefully examined. At the Dixon Crucible Works, in Jersey City, the preparation of material for manufacturing crucibles and similar vessels was seen. On these trips the class was composed, not only of metallurgists, but of some mining engineers and others who desired to make up metallurgical field work. After this the class of special metallurgists started for the west, stopping first at Trenton, where the large casting and annealing plant of the Mott Iron Works was visited under the supervision of Professor Walker. From this point, after receiving final instructions, the men started off for themselves, spending two weeks in the iron and steel districts around Pittsburgh, then traveling west to the U. S. Steel Corporation's plant at Gary, Indiana. At Chicago, the men split into two squads—one going down through the zinc and lead districts of the middle west, the other going to Colorado, where the lead and zinc smelteries were inspected.

At the annual meeting of the American Society for Testing Mate-

rials, Professor William Campbell, chairman of the committee on non-ferrous metals and alloys, presented the report of this committee covering the work of the year and including two new standard specifications for Lake copper and electrolytic copper. Both of these specifications were adopted.—Professor Walker did not go west with the class this year, but instead paid a short visit to Newfoundland, stopping at Sidney for the purpose of inspecting the Dominion Iron and Steel Co.'s plant.

COLLEGE OF PHARMACY

On the evening of December seventeenth, at the Chemists' Club, the Alumni Association of the College gave its annual banquet, which was particularly impressive since it was a celebration of the twenty-fifth anniversary of Dean Rusby's connection with the College. The speeches consisted of one by Professor Chandler on Rusby, the scientist; one by Provost Carpenter on Rusby, the administrator; one by Dr. William J. Schieffelin on Rusby, the dean; one by Professor Diekman on Rusby, the man; and one by Mr. Thomas F. Main on Rusby, the teacher. Dr. Diekman presented Dr. Rusby with a loving cup on behalf of the faculty, while a silver tea service was given him by the alumni, through their spokesman, Mr. Main.

On the evening of January 20, 1914, the second of the series of lectures on commercial topics was delivered by Mr. Harry B. Mason, editor of the *Bulletin of Pharmacy* of Detroit. His subject was "The vital question of profit in the retail drug business."

At the meeting of the board of trustees held on November 11, a portrait in oil of the late Mr. Edward Kemp, president of the College from 1896 to 1900, was presented to the College by his widow. With this addition, the collection of portraits of former presidents is almost complete.

It is the intention of the librarian, Professor H. V. Arny, to place on exhibition, in a case made for that purpose, the rare and old books which have, in the past, been donated to the library. The College is in possession of a very valuable collection of such works and would be very glad to receive donations from possessors of such volumes.

It is a source of great satisfaction to those connected with the College that Trustee Caswell A. Mayo has been elected to the presidency of the American Pharmaceutical Association and that Vice-President Plaut has been made president of the National Wholesale Druggists' Association.

Professor Mansfield, connected with the department of pharmacognosy, with the permission of the trustees, hopes to start an extension course in his department, to be given in the evening at the College. If there should be enough demand among pharmacists for such a course, the necessary arrangements will no doubt be made.

DEPARTMENT OF PHYSIOLOGY

At the annual meeting of the Federation of American Societies for Experimental Biology in Philadelphia, December 29-31, the following papers were presented before the American Physiological Society: Professor Frederic S. Lee, "Some chemical features of the diaphragm and other skeletal muscles"; Professor F. H. Pike, "Stimulation of the semi-circular canals"; Drs. A. C. Crehore and H. B. Williams, "Proof that the propagation of the nervous impulse obeys the laws of propagation of electricity along conductors with distributed capacity." Professor Lee was reelected a member of the Council of the Society.

DEPARTMENT OF PRACTICE OF MEDICINE

Professor Janeway was absent on leave from October 15 to January 5. On November 17 Dr. Emerson read a paper on "Status lymphaticus in adults" before the Hospital Medical Society at the Johns Hopkins Hospital, Baltimore. Dr. Jessup recently spoke before the New York Pathological Society on "Adrenal rest in cancer; secondary carcinoma in liver; and mixed tumor of uterus."

DEPARTMENT OF PUBLIC LAW

Among recent Macmillan publications are Professor Beard's "Contemporary American history" (1877-1913) and revised editions of his "American government and politics" and "Readings in American government and politics."—The resignation of Professor Munroe Smith as managing editor of the *Political Science Quarterly* terminates a long career of active service in a field to which he lent great distinction. With the exception of a period in the nineties he has edited the magazine continuously since its first appearance in 1886. Professor T. R. Powell succeeds him.—Professor John Bassett Moore, now counsellor to the State Department, was elected president of the American Political Science Association at the convention recently held in Washington.—A draft of a constitution for the Chinese Republic, prepared by Professor Goodnow as legal adviser to the President, has been published in Chinese and in English, with brief explanatory notes.

UNIVERSITY LEGISLATION

THE TRUSTEES

December meeting.—Honorary degrees were conferred as follows:

The degree of doctor of letters upon Karl F. Th. Rathgen, Kaiser Wilhelm professor for the year 1913-14, and upon Josef Schumpeter, visiting Austrian professor.

The degree of doctor of science upon Jean Perrin, visiting French professor.

The President reported the deaths of Charles McBurney, M.D., emeritus professor of surgery, on November 7, 1913.

Mrs. William P. Trowbridge, widow of the late Professor Trowbridge, on November 1, 1913.

Arthur Edgar, Ph.D., instructor in chemistry, on November 11, 1913.

The thanks of the trustees were tendered:

To the anonymous donor of \$1,500, to be expended under the direction of the President, in the publication of a designated work by the Columbia University Press.

To Mr. and Mrs. Asher Green for their gift of \$1,000, for the establishment of a prize in Columbia College in memory of their son, a member of the class of 1914.

To the anonymous donor of \$500, to be expended under the direction of the President in the interest of Columbia College.

To the French Ambassador in Washington, for his gift of \$200, to be applied toward the equipment of the Maison Française.

To Otto H. Kahn, of New York, for his gift of \$100, toward the maintenance of the Deutsches Haus for 1913-14.

To the donors of the sum of \$60, received through Professor Cohn, to be added to the French lecture fund.

To the alumni of Columbia University living in Nyack, N. Y., or vicinity, for their gift of \$50, to be applied toward the tuition fees of a designated student in the School of Mines.

To Samuel Sloan, of the class of

1887, for his gift of \$25, to be applied in aid of the Y. M. C. A. work at the University.

The following appointments were confirmed: Frederick Miller, C.E., assistant in civil engineering from November 1, 1913, to June 30, 1914 (*vice* Harold Perrine, C.E., resigned); Byron Clary Darling, M.D., instructor in orthopædic surgery from November 1, 1913, to June 30, 1914.

Hal T. Beans, Ph.D., assistant professor of chemistry, was assigned to a seat in the faculty of pure science.

The title of Floyd J. Metzger, Ph.D., assistant professor of analytical chemistry, was changed to assistant professor of industrial chemistry.

Leave of absence was granted to Jackson E. Reynolds, LL.B., associate professor of law, from December 1, 1913, to June 30, 1914.

January meeting.—The following elections took place: Chairman, Mr. Rives; clerk, Mr. Pine.

To succeed Mr. Baker on the committee on finance: Mr. Parsons.

To succeed Mr. Lawrence on the committee on buildings and grounds: Mr. Dodge.

To succeed Bishop Greer on the committee on honors: Mr. Parsons.

To succeed Mr. Parsons on the committee on education: Mr. Lawrence.

To succeed Dr. Manning on the committee on the library: Dr. Mendelson.

To succeed Dr. Coe (resigned) on the committee on education: Dr. Mendelson.

To succeed Dr. Coe (resigned) on the committee on the library: Mr. Baker.

The invitation of the Rector and Senate of the University of Groningen that Columbia University be represented by a delegate at the celebration in June next of the three hundredth anniversary of the foundation of that institution, was accepted.

The recommendation that the School of Education be placed on a graduate

basis on and after July 1, 1914, approved by the faculty of education and the University Council, was reported to the trustees.

The alumni fellowship in pathology is to be discontinued on January 1, 1915.

The thanks of the trustees were tendered:

To Samuel P. Avery for his gift of \$9,250 toward the equipment of the Avery Library.

To the anonymous donor of the gift of \$7,500, to be added to the legislative drafting research fund.

To the anonymous donor of the gift of \$2,500, to be applied toward the subscription of \$10,000 for surgical research.

To George Ehret for his gift of \$2,000, to be added to the maintenance fund of the Deutsches Haus for the academic year 1913-14.

To the donors of the sum of \$1,450, to be applied toward salaries in the department of social science for the academic year 1913-14.

To Gerard Beekman of the class of 1864, for his gift of \$1,000 to establish the chapel music fund, the income of which is to be used for the purchase of music suitable for use in the services in St. Paul's Chapel.

To the government of the Netherlands for their gift of \$875, toward the salary of the Queen Wilhelmina lecturer for 1913-14.

To Mrs. Paul Bartlett for her gift of \$500, to be added to the Samuel Franklin Emmons memorial fund.

To George Wellwood Murray, of the class of 1876 Law, for his gift of \$250, to be added to the Law School alumni fund for the Library.

To Arthur K. Kuhn, of New York, for his gift of \$200, to be expended in the purchase of books for the law library in the field of comparative jurisprudence.

To the donors of the sum of \$139, received through A. S. Frissell, treasurer, to be added to the Richard Watson Gilder fund.

To the New Jersey Alumni Association of Columbia University for their gift of \$125, in payment of the stipend for the first half-year of the scholarship maintained by the Association.

To the anonymous donor of the sum

of \$100, to be applied toward the support of choral music for the academic year 1913-14.

To Dr. Willy Meyer for his gift of \$100, and to A. Eilers for his gift of \$50, toward the maintenance of the Deutsches Haus for 1913-14.

To Mrs. Emil L. Boas for her gift of \$25, to be added to the Emil L. Boas memorial library fund at the Deutsches Haus.

To Judge Peter T. Barlow, class of 1881 Law, for his gift of a plaster cast of Houdon's bust of Joel Barlow.

The committees on buildings and grounds and the library presented their budget recommendations for the year 1914-15, which were, under the rule, referred to the committee on finance.

The following resignations were accepted: William Dawson Johnston, Litt.D., as librarian of the University, and Livingston Farrand, M.D., as professor of anthropology.

Francis Carter Wood, M.D., director of cancer research, was assigned to a seat on the faculty of pure science.

February meeting.—The thanks of the trustees were tendered:

To Professor John A. Fordyce, M.D., professor of dermatology and syphilology, for his gift of apparatus and equipment, valued at approximately \$2,700, for the Vanderbilt Clinic.

To the American Brake Shoe and Foundry Company for their gift of \$2,500 to maintain an industrial research fellowship for the academic year 1913-14.

To Mr. James Douglas for his gift of \$1,000 to the mining special fund.

To Marcellus Hartley Dodge, class of 1903, for his gift of \$300 in aid of the Y. M. C. A. work at the University.

To William G. Low, of the class of 1867 Law, for his gift of \$250 for the purchase of books on maritime and international law.

To the Columbia University Association of Western New York for their gift of \$180 to establish an alumni scholarship for the year 1913-14.

To the anonymous donor of the sum of \$50, to provide a special scholarship for a designated student in Columbia College.

To the anonymous donor of the sum of \$50, to be added to the students' loan

fund for the benefit of a designated student.

To Franz Goerke, Direktor der Gesellschaft Urania, Berlin, for his gift to the Deutsches Haus of a number of valuable art books.

To Karl F. Th. Rathgen, Litt.D., Kaiser Wilhelm professor 1913-14, for his gift to the Deutsches Haus of an oil painting by Walter Witting of Dresden.

The President reported that William A. Dunning, LL.D., Lieber professor of history and political philosophy, would deliver the opening address at Morningside Heights; and Frederic S. Lee, Ph.D., professor of physiology, would deliver the address at the Medical School at the beginning of the one hundred and sixty-first academic year.

John Erskine, Ph.D., associate professor of English, was designated university orator for the conferring of honorary degrees at Commencement 1914.

The assignment of a room in a University building for the use of a branch of the New York Public Library was authorized, such use to be subject to the jurisdiction of the trustees.

Charles F. Hoffman, of the class of 1878, was elected a trustee to fill the vacancy caused by the resignation of the Rev. Dr. Vincent.

The resignation of Seth Low, of the class of 1870, to take effect June 30, 1914, was accepted.

The alumni, pursuant to the resolution adopted by the trustees on De-

cember 7, 1908, as amended January 4, 1909, and June 5, 1911, were invited to nominate an alumnus to fill the vacancy caused by the resignation of Mr. Low to serve, if elected, until June 30, 1919.

Sabbatical leaves of absence were granted as follows: For the whole year—Grace A. Hubbard, A.M., associate professor of English in Barnard College; for the first half-year—James H. McGregor, Ph.D., assistant professor of zoology, Thomas S. Fiske, Ph.D., professor of mathematics, Harold Jacoby, Ph.D., Rutherford professor of astronomy, and Arthur L. Walker, E.M., professor of metallurgy; for the second half-year—Charles Knapp, Ph.D., professor of classical philology, Ralph E. Mayer, C.E., associate professor of engineering drafting, Henry B. Mitchell, A.M., professor of mathematics, and Charles A. Beard, Ph.D., associate professor of politics.

The resignation of Walter B. James, M.D., professor of clinical medicine, from his seat in the medical faculty was accepted.

George E. Brewer, M.D., professor of clinical surgery, was appointed to be professor of surgery.

The following appointments were confirmed: George Roger Dempsey, M.D., to be instructor in pathology; Charles Weisman, Ph.D., to be assistant in biological chemistry; Victor E. Levine, A.M., to be assistant in biological chemistry.

UNIVERSITY COUNCIL

October meeting.—The President reported the following changes in the membership of the Council for the academic year 1913-14:

New members, *ex officio*:

Chairman of the committee on instruction:

Faculty of Political Science—
Professor Seligman.

Faculty of Philosophy—Pro-
fessor Calvin Thomas.

Elected delegates:

Professor Dunning, *vice* Professor
Giddings.

Professor Keyser, *vice* Professor
Calvin Thomas.

Professor Lee, *vice* Professor
Huntington.

The executive committee submitted a printed report containing appointments to University scholarships for the academic year 1913-14 referred to them with power.

The following additional appointments to fellowships and scholarships were made:

McKIM FELLOWSHIP

ERICH GUGLER

New York City

B.Arch., Columbia University, 1911

BARNARD FELLOWSHIP

BENJAMIN LIEBOWITZ

New York City

Special Tyndall fellow, 1912-13

E.E., Columbia University, 1911

Columbia University, graduate student, 1912-13.

RICHARD WATSON GILDER
FELLOWSHIP

ELMER ALBERT RUSSELL ELLINGWOOD
(*vice* Crecraft, resigned)
Colorado Spring, Colo.
A.B., Oxford College, 1910
Oxford University, candidate for
B.C.L., 1913

PRESIDENT'S UNIVERSITY
SCHOLARSHIP

GEORGE BRUNER PARKS
Brooklyn, N. Y.

A.B., Amherst College, 1911
SPECIAL ANNUAL
SCHOLARSHIP

MARY SCRUGHAM

Lexington, Ky.

A.B., Kentucky State College, 1906
A.M., Columbia University, 1910

Resolved, that Professor William H. Carpenter, provost of the University, be reelected secretary of the University Council for the academic year 1913-14.

Resolved, that the list of institutions whose bachelor's degree is accepted by this University as entitling its holder to admission to candidacy for the higher degrees under the graduate faculties be approved as presented by the secretary, subject to such revision as from time to time may be considered expedient.

December meeting.—The following additional appointments to fellowships and scholarships were made:

RICHARD WATSON GILDER
FELLOWSHIP

PAUL WILLARD GARRETT

Walla Walla, Washington

B.S., Whitman College, 1913

(*vice* E. A. R. Ellingwood, resigned)
ALONZO CLARK SCHOLARSHIP
SAMUEL CLARK HARVEY, M.D.

Resolved, that the following statement in the application blank for University scholarships be stricken out:

(7) "State whether it is necessary for you to count upon outside assistance, such as the award of scholarships, and upon opportunities for earning money, in order to enable you to pursue a course of graduate study."

Resolved, that the Council concur in the action taken by the Faculty of Fine Arts as covered by the following four resolutions, such action to be

transmitted to the trustees of the University in accordance with section 22 of the statutes:

1. *Resolved*, that the present Faculty of Fine Arts be dissolved.
2. *Resolved*, that the School of Architecture be created a professional school of the University under the direction of an administrative board.
3. *Resolved*, that a department of fine arts be created under the Faculty of Philosophy to have direction of the School of Music and of graduate courses in architecture, music, and the fine arts.
4. *Resolved*, that it is the sense of this faculty that provision should be made as soon as practicable for courses of study in the history of art.

Resolved, that the Council concur in the proposed action with reference to the School of Education which follows, such action to be transmitted to the trustees of the University in accordance with section 22 of the statutes.

1. On and after July 1, 1914, the School of Education will be placed upon a graduate basis. All courses of instruction will be of graduate rank and the requirements for matriculation will be the same as in the graduate faculties.
2. The administration of curricula leading to the degree of bachelor of science and Teachers College diplomas in teaching fine arts, household arts, industrial arts, music and physical training will be assigned to the Faculty of Practical Arts.
3. The fundamental undergraduate courses in educational psychology and the history and principles of education will be conducted by Teachers College in Columbia College and Barnard College.
4. Students who are graduates of minor colleges or of approved normal schools with at least two years' experience in teaching will be admitted to the School of Education with the privilege of pursuing graduate courses with a major in elementary or kindergarten education. When such students have qualified for matricu-

lation for the degree of master of arts under the general rules of the Faculty of Philosophy they may elect either to become candidates for that degree and the appropriate diploma in teaching or to receive the degree of bachelor of science.

The effect of these regulations is to retain on the present basis all the work of Teachers College in the technical subjects, but to put the work in kindergarten, elementary and secondary education on a graduate basis. An exception is made in the subjects of kindergarten and elementary education in that students capable of doing graduate work, but who under the

rules of the graduate faculties would be required to spend two or three years as candidates for the master's degree, may receive the degree of bachelor of science a year before they would be eligible to receive the master's degree.

The secretary presented the academic calendar for the years 1914-1916.

The last day of the second half-year falls on the second Wednesday in June, and the academic year opens 37 weeks before that date. The second half-year opens on Wednesday, 19 weeks from the opening of the first half-year.

ATHLETICS

Fall rowing on the Hudson lasted until November 11, when the cold weather necessitated the men coming indoors. Coach Rice then

Crew called practice off until after the mid-year examinations. At the general call for candidates at the beginning of the second term, a goodly number of men responded, and although the varsity squad lost several men by graduation last June, the prospects for the coming season are encouraging.—A monster undergraduate mass meeting was held on the campus on February 11, at which Morton G. Bogue, graduate director of the Rowing Club, Ambrose D. Henry, president of the College Alumni Association, Dr. Meylan, and others addressed the students.—Columbia has again been invited to row at Princeton, and will meet the University of Pennsylvania and Tiger crews on May 9.

Under the new plan of restricted indoor competition, the track team has had a very successful winter season.

Track The squad has been larger than for many years, and Coach Wefers has been much pleased with the new material he has had to work with. The most notable achievement of the year was the showing of the men entered in the junior national championships at Madison Square Garden on January 5. In this meet Columbia took third place with fifteen points, one point behind the Irish-American Athletic Club, and

ten points behind the New York Athletic Club team. E. Littauer, '17 S, won the junior title in the standing broad jump, and F. Macdonald, '14 S, was first in the hurdle race. C. E. Olmsted, '15 S, was second with the 12 lb. shot with a throw of more than fifty feet, and A. Harvitt, '14 C, ran third in the 60 yard dash.—The relay team, made up of F. Brady, '15 C, F. Macdonald, '14 S, A. Harvitt, '14 C, and D. W. Vollmer, '16 S, defeated Syracuse in a match race at the Boston A. A. games on February 6, Brady winning the hurdles in the same meet. At the New York Athletic Club games on February 11 Columbia was again well up among the leaders, scoring eighteen points. The relay team ran second to the New York A. C. team in an open race at this meet. Two more meets remain on the schedule, namely the Fordham University games on February 28 and the senior national championships on March 21. The interclass relay will be run at the former games and a large number of individual entries will be made. Brady and Macdonald will be the only Columbia entries in the senior championships.

The first call for varsity and freshman baseball candidates was made on February 24. About seventy-five men

Baseball reported for cage work, and during the coming month the coaches will be busy selecting the best men of the squad to represent the University in

the long series of games which has been arranged for the coming season. The schedule for this year is no doubt one of the best that Columbia has ever had.

Wednesday, March 25. St. Johns at South Field.

Saturday, March 28. C. C. N. Y. at South Field.

Wednesday, April 1. Fordham at Fordham.

Saturday, April 4. N. Y. U. at South Field.

Monday, April 6. Amherst at South Field.

Wednesday, April 8. Colgate at South Field.

Friday, April 10. Pennsylvania at Atlantic City.

Saturday, April 11. Pennsylvania at Atlantic City.

Wednesday, April 15. Holy Cross at South Field.

Saturday, April 18. Fordham at South Field.

Wednesday, April 22. Yale at New Haven.

Saturday, April 25. Harvard at South Field.

Wednesday, April 29. Stevens at South Field.

Saturday, May 2. Wesleyan at South Field.

Monday, May 4. Syracuse at Syracuse.

Tuesday, May 5. Cornell at Ithaca.

Friday, May 8. Cornell at South Field.

Wednesday, May 13. Pennsylvania at Philadelphia.

Saturday, May 16. Seventh Regiment at South Field.

Saturday, May 30. Keio University at South Field.

Monday, June 1. Syracuse at South Field.

Wednesday, June 3. Pennsylvania at South Field.

Due to the fact that Mr. William Lauder, coach of the team last year, was unable to return for business reasons, the baseball association, after considering many candidates for the vacancy, selected Mr. William L. Lush

as head coach, and Mr. Andrew Coakley as coach of the battery candidates. Both of these men have had varied experiences in major league baseball, and have been successful in coaching Yale and Williams, respectively.

The basketball season opened on December 5 with New York University as the Varsity's opponent. Since

the beginning of the season the team has played ten games, three preliminary to the Intercollegiate League series. The scores of the games are as follows:

Friday, December 5, New York University at Columbia, Columbia 16, opponent 22; Friday, December 12, Alumni at Columbia, Columbia 14, opponent 39; Friday, December 19, Polytechnic Institute at Columbia, Columbia 33, opponent 23; Friday, January 9, Cornell at Columbia, Columbia 19, opponent 17; Wednesday, January 14, Princeton at Princeton, Columbia 19, opponent 15; Saturday, January 17, Dartmouth at Hanover, Columbia 15, opponent 13; Friday, February 6, Dartmouth at Columbia, Columbia 21, opponent 16; Thursday, February 12, Pennsylvania at Columbia, Columbia 23, opponent 11; Wednesday, February 18, Cornell at Ithaca, Columbia 19, opponent 41; Monday, February 23, Princeton at Columbia, Columbia 19, opponent 12.

The hockey, wrestling, fencing, swimming, and gymnastic teams have been busily engaged in competition during the winter months. The

Miscellaneous hockey team defeated Cornell at Ithaca by the score of 2-0; the fencing team has won all its matches to date, defeating Pennsylvania, Yale and Harvard; the water-polo team finished third in the intercollegiate league; while the wrestling team has defeated Yale, but has in turn been defeated by Pennsylvania. The gymnastic team, in its only meet of the year to date, was defeated by Princeton.

ALUMNI RECORD

The Alumni Federation is now well launched. All members of the College, P. and S., Law, Mines, and Ph.D. Associations became ipso facto school

members of the Federation, without payment of additional dues. As a result of the mailing of the Federation leaflet to all living alumni one fundor,

that is, an endowment member contributing at least \$500 to the endowment fund, 11 endowment members at \$100 each, about 100 sustaining members at \$10 each, about 150 general members at \$3 each, about 125 new members for the various school associations and therefore school members of the Federation, and about 250 new subscriptions to the *Alumni News* have been obtained. Charles Elihu Slocum, '69 M, of Toledo, Ohio, became the first fundor. His contribution to the endowment fund will be designated as the "Charles Elihu Slocum, '69 P. and S., Alumni Federation Endowment Fund of \$500." Although about \$4,000 must still be raised by sustaining memberships before July 1, 1914, to cover the heavy expense of organizing the new movement (the cost of the initial circularizing was about \$2,500), the board of directors, inasmuch as the plan seems to have met with general approval, expect sufficient funds to be forthcoming.

At a meeting of the **Alumni Association of the School of Architecture** at the Columbia University Club on October 28, Herbert W. Congdon, '97 F. A., gave an illustrated talk on "The planning of a church."

At the annual organization meeting of the Standing Committee of the **College Alumni Association** on November 17 Allan B. A. Bradley, '02, '05 L, was elected chairman of the committee. Everett W. Gould, '96, was elected vice-chairman.

On November 13 at the Columbia University Club the **Society of the Upper Eighties** held its fourth annual dinner. The Club dining room was ingeniously and attractively decorated for the occasion. Among the speakers and guests were Dean Van Amringe, '60; P. deP. Ricketts, '71 S, president of the Older Graduates; Francis E. Ward, '81 S, president of the Early Eighties; Edgar J. Moeller, '95 F. A., president of the Last of the Forty-Niners; Ambrose D. Henry, '84, president of the College Alumni Association; Girard Romaine, '82, secretary of the Early Eighties; Georges Renault, '83 S; William A. Meikleham, '86, and J. V. Bouvier, Jr., '86. C. H. Mapes, '85, was reelected president;

Edward DeWitt, '86, vice-president; and Edward L. Dodge, '88, secretary-treasurer.

The seventh annual dinner of the **Early Eighties** was held at the Columbia University Club on December 17. The special guests of the evening were the fourteen United States naval officers now pursuing special courses at the University. Other guests were Ricketts, '71 S, president, and Benedict, '74 S, secretary, of the Older Graduates; Mapes, '85, president, and Dodge, '88, secretary, of the Upper Eighties; Slichter, '96 S, vice-president, and Hackett, '99, secretary, of the Last of the Forty-Niners; Meikleham, '86, Bouvier, '86, DeWitt, '86, Mendelson, '79 M, the fourth alumni trustee; Compton, '09, secretary of the Alumni Federation, and Dr. Schumpeper, Austrian exchange professor. The decorations in navy blue and gold and in Columbia blue were elaborate. Miniature battleships bearing the name of the Society and floating the Society pennant and statuettes depicting the fraternal relations of Columbia and the Navy were at the places reserved for the naval officers. Presentations to several of the guests and to favored members of the Society added greatly to the spirit of the occasion.

A group of alumni who had worked with **Robert Arrowsmith**, '82, on the editorial board of the *Alumni News*, on the Alumni Council, and on the Song Book Committee came together on December 19 at a dinner at the Columbia University Club in his honor. It was a fine tribute gladly given in recognition of rarely unselfish service for one's *alma mater*. Among those present were: Van Amringe, '60, Seligman, '76, Pine, '77, Booth, '78, Hotchkiss, '81, Rambaut, '81, Wiley, '82, Renault, '83 S, Henry, '84, Moran, '84 S, Putnam, '97, Downer, '01 Ph.D., Compton, '09, Tuthill, '09, Smith, '10, Tyson, '11 A. M., and Anderson, '12. Special messages of regret were read from President Butler, Demorest, '81, Going, '82 S, and Cochran, '84 M.

On November 12 the **Alumni Club of Pittsburgh** held an enthusiastic meeting, at which the Federation plan was unanimously endorsed. George S. Rice, '87 S, president of the Club, lectured on "Safety mine investiga-

tion by the United States Bureau of Mines." Members of the Engineers Society of Western Pennsylvania were guests of the Club for the lecture.

The tenth annual meeting of the **New Jersey Alumni Club** took the form of a smoker at the Washington Restaurant, in Newark, on December 10. Dr. Josef Schumpeter, Austrian exchange professor, Professor George E. Brewer of the College of Physicians and Surgeons, President Henry, '84, of the College Alumni Association, and Compton, '09, and Tyson, '11 A. M., executive secretary and recording secretary, respectively, of the Federation, were guests of the Club. Entertainment was furnished by a quartet of the Varsity Glee Club, by the Early Eighties Fife and Drum Corps, and by several student specialists. Ralph E. Lum, '00, was elected president for the ensuing year, Shiras Campbell, '04 F. A., vice-president, William O. Wiley, '82, secretary, and Louis S. Thurston, '01 S, treasurer.

On January 10 the **New Jersey Alumni Club** gave its second successful vaudeville. This year the matinee and the evening performance were given in Proctor's Broad Street theater, Elizabeth, under the auspices of the Ladies Aid Society of the Elizabeth General Hospital and Dispensary. All the performers, including musicians, dancers, gymnasts, monologists, and skit actors were students or alumni of the University. The results of the performances were good publicity for Columbia in New Jersey and a substantial sum netted for the Hospital.

On October 16 the **Alumni Association in the State of Washington** approved the formation of the Alumni Federation and voted at a special meeting to become a Columbia Alumni Club. H. K. Benson, '07 Ph.D., was elected president; J. S. Coté, vice-president; and H. M. Ramey, Jr., '01 L, secretary-treasurer.

The annual meeting of the **Columbia University Club** was combined with the regular monthly Club dinner at the Club House on December 17. The membership of the Club was reported to be 1306, an increase of 39 over the preceding year. The treasurer's report showed a credit balance

for the year of \$3,021.45. The total assets of the Club are \$206,152.77. J. H. Van Amringe, '60, was reelected president; John V. Bouvier, Jr., '86, was elected vice-president; G. S. O'Loughlin, '03, secretary, and C. E. Haydock, '01, treasurer.

The fifth annual **Holiday Luncheon** was held at the Whitehall Club, New York, on December 27. Demorest, '81, sponsor of the Monday luncheon idea, presided. President Butler, Dean Van Amringe, and Alumni Trustee Lawrence, '78 S, spoke briefly on the spirit of the occasion. L. D. Huntoon, '95 S, presented a resolution providing for the appointment of a committee to take charge of the weekly Columbia luncheons at the Lawyers' Club. The resolution was adopted.

On December 8 at the Hotel Martinique, New York, the **Class of 1912, Law**, held its first annual dinner with about sixty members of the class in attendance. The originality of the dinner committee was manifested in the menu. E. Howard Osterhout, '10, '12 L, president of the class, presided, and introduced in turn presiding Justice George L. Ingraham, '69 L, president of the Law Association; Justice Almet F. Jenks, '77 L; Robert E. Coulson, '12 L, who presented a report of a special committee of the class on methods of instruction in the Law School; Harlan F. Stone, '98 L, dean of the Law School; and T. W. Veness, president of the class of 1913, Law. Announcement was made that the classes of 1911, 1912, and 1913, Law, are planning to take the initiative in arranging a law school dinner for graduates of all classes.

The **Class of 1893, Arts**, celebrated its twentieth anniversary with a dinner at the Columbia University Club on December 12. A large percentage of the living members of the class were in attendance and a round table confession of their activities since graduation by various members of the class proved entertaining.

The **Class of 1899, Arts and Mines**, held its largest reunion on December 19. The occasion was a theater party and supper in honor of John Purroy Mitchel, '99, mayor of the City of New York. At the supper, in the Col- lege Room of the Hotel Astor, George

S. Hellman, '99, read a poem written by him for the occasion. Police Commissioner Rhinelander Waldo, Frank S. Hackett, H. Zinsser, George Ehret, Jr., and Ernest A. Cardozo, all members of the class, were called upon for speeches. President James D. Pell presided. Immediately following the inauguration of Mayor Mitchel on January 1, a committee of the class presented to him a silver inkstand bearing an appropriate inscription.

The Class of 1909, College, held its annual smoker and business meeting at the Columbia University Club on December 2. A committee was appointed to edit and publish a quinquennial class record, to be ready for distribution on Commencement Day, 1914. The finance committee reported that nearly one thousand dollars had been pledged for the decennial fund.

GEORGE BROKAW COMPTON

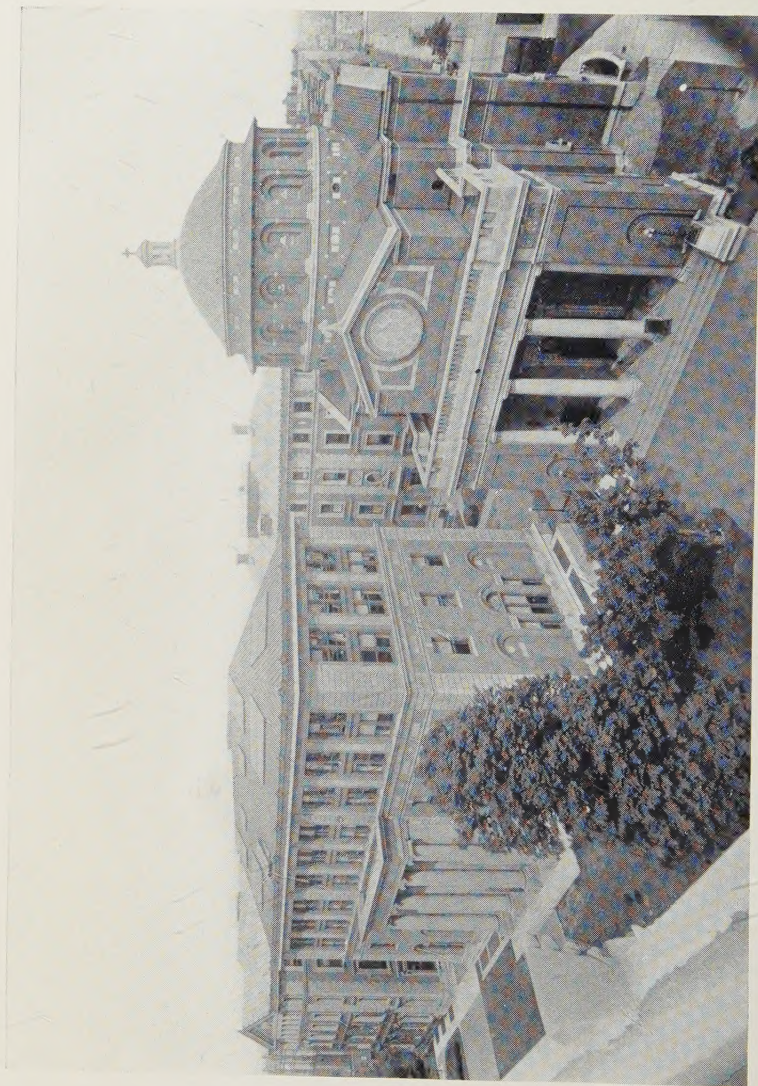
NECROLOGY

CHARLES MCBURNEY

Charles McBurney, M.D., emeritus professor of surgery, died in Stockbridge, Mass., November 7, 1913, at the age of sixty-eight. Born in Roxbury, Mass., in 1845, he received an A.B. from Harvard in 1866. He entered the College of Physicians and Surgeons of Columbia University immediately afterward and graduated in 1870 with the degree of M.D. After service in Bellevue Hospital, he became an assistant demonstrator of anatomy in the College in 1872, and thereafter held successively the positions of demonstrator of anatomy, lecturer in the anatomy of the nerves, and lecturer on surgery, and in 1899 he became professor of surgery. He occupied this chair for three years, when his title was changed to professor of clinical surgery, which position he held from 1892 to 1907. In the latter year he retired from active service in the College and became emeritus professor of surgery. He was a visiting surgeon to St. Luke's, Bellevue, and Roosevelt Hospitals; a consulting surgeon to New York, Presbyterian, St. Luke's, St. Mark's and Orthopedic Hospitals and the Hospital for Ruptured and Crippled. He was an honorary fellow of the Royal College of Surgeons of Edinburgh and the College of Surgeons of Philadelphia, and a member of the Surgical Society of Paris, of the Medical and Surgical Society of Constantinople, and of the leading American medical associations. Dr. McBurney was a very active practitioner of surgery, and during the period of his greatest activity was not only the foremost surgeon in the city of New York, but also one of the foremost in America. He made important contributions to surgical technic and was the author of numerous papers on surgical topics.

ARTHUR EDGAR

The friends of Dr. Arthur Edgar, instructor in chemistry, were much saddened to learn of his death on November 11 at White Haven, Pa. Dr. Edgar was born on June 9, 1882, at Bethany, Pa., and his early life was spent at Scranton. He received the degrees of analytical chemist and master of science at Lehigh University, the former in 1905, and after his graduation was retained at Lehigh for several years as an instructor. After this he undertook graduate work in physical chemistry at the Massachusetts Institute of Technology and in 1912 received the degree of doctor of philosophy. He had chosen teaching as his life work, and in the fall of 1912 came to Columbia as instructor in chemistry. Early in the following spring, however, an acute throat affection necessitated his removal to Arizona, where he remained until his return to White Haven. Dr. Edgar's keen mind and sincere Christian character won for him many friends while at Columbia, and as an instructor he was exceptionally thorough and conscientious. These sterling characteristics assured him a brilliant future, and the vacancy left by him on the teaching staff of the University will be difficult to fill.



AVERY HALL AND ST. PAUL'S CHAPEL